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ABSTRACT

The staff of Project NECESSITIES conducted 2 workshops for educators concerned with curriculum for American Indian (including Eskimo) students. The purpose of these sessions was to familiarize participants with techniques pertinent to development of curriculum for Indian students at both the elementary and secondary school levels. The practica were organized around 2 central activities: task sessions I and II. Task Session I was a simulated exercise in which all participants, divided into 2 groups according to their interest in either elementary or secondary students, were given scenarios based on real classroom data describing student difficulties in dealing with conflict situations. Participants were asked to prepare a lesson plan introducing a unit exploring these concepts. Skill areas, content, methods, media, and materials were suggested, and optional lesson plan forms were provided to help participants perform the exercise. They were encouraged to call on project staff members present as resources during the exercise. Process guidelines suggested in the directions given to the participants paralleled the major steps in the curriculum development process model. The task session was followed by a critique session. During Task Session II, participants were asked to develop a piece of curriculum that they intended to use in their own classrooms. (LS)

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TEACHER TRAINING

PROJECT NECESSITIES

PHASE III

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FOREWORD

In the recommendation section of the Phase II, Volume I Project report last December, the following statements were made:

> "A. Develop small cadre of committed master teachers who will be intensively trained as field-testers, curriculum development specialists and teacher trainers.
>
> B. New plan incorporates both short-term and long-range goals: 8 master primary teachers...to be trained intensively end of March in beginning unit...same group develops curriculum and prepares to be teacher trainers in June (3 weeks) preparatory to major training program all K-3 in July-August (to be funded under another contract), for introduction of full year of PN material in September in all four primary grades. Honors program training also."

These Recommendations were incorporated in the Phase III proposal, which included the following modified provisions:

1. A three-day March workshop for 12 participants (8 Bureau).
2. A three-week June workshop for 33 participants (15 Bureau).

Actual training programs held were as follows:

1. A three-day Curriculum Practicum was held for 51 public school teachers and administrators at the University of Idaho in Pocatello.
2. Instead of the original 12 participants for the Brigham City Practicum in March, there were 28 teachers and administrators involved (18 Bureau).

3. A two-day in-service practicum was held at Many Farms High School for the entire teaching and administrative staff.
4. An Oklahoma Bureau and public school teachers Workshop included a four-hour presentation on the first day by project staff.
5. Thirty-three participants were accepted to the June practicum in Brigham City (19 Bureau and 14 public). Three last-minute cancellations and two early departures because of illness reduced the enrollment to 28 (17 Bureau and 11 Public school). Six quarter-hour credits were granted by Utah State University to 21 participants. Fifteen of the participants were "returnees" from one of the other practica.

INTRODUCTION

The design of the practica was reached after considerable effort was expended in breaking away from the normal lecture session or group session models. The thrust was toward learning-by-doing. Much of the final curriculum material found in later volumes of the Phase III effort reflects concrete contributions made by participants working individually or in small groups.

While the process often seemed slow, and at times painful, the staff felt real reward in seeing participants take hold and do the work of organizing the learning experience of the child in vital ways--the central task of the curriculum developer.

Following summary statements about each of the training experiences, an appendix contains representative "hardware" from each of the sessions. This case study material can be used by others in designing curriculum development training.

CURRICULUM PRACTICA

In March, 1970, the staff of Project NECESSITIES conducted two workshops for educators concerned with curriculum for American Indian and Eskimo students. The purpose of these sessions was to familiarize participants with techniques and processes pertinent to the development of curriculum for Indian students at both the elementary and secondary school levels.

The workshops introduced a new phase of the project's efforts to reform social studies education in Bureau schools. During Phase I of the project a draft conceptual scope and sequence of social studies curriculum K-12 was developed and a plan designed to correlate the curriculum and ongoing development program with an in-service education program for teachers of Indian students.

In Phase II Project NECESSITIES began to generate units suggested by the draft scope and sequence. Three units, covering both the primary and secondary grades, were developed and field-tested in 11 schools. During the course of these efforts the PN staff began to evolve the bare bones of a model of the curriculum development process. Even though this model is still not (and may never be) fully and finally developed, the staff has found it an increasingly useful tool in creating and enriching curricula for students at all levels.

The Project staff believes that curricula genuinely responsive to the needs of Indian students must be shaped by as well as for the local

Overview: Fort Hall and Brigham City Practica (March)

While the two workshops were essentially the same in structure and content, they were conducted under different conditions for populations that were in many ways dissimilar.

Fifty-one participants registered for the Fort Hall workshop. All except one of these was affiliated in some way with one of the public schools in the Fort Hall area or the MDTA job training program in Pocatello. The group included 29 teachers, 12 administrators, five representatives from the education committee of the Shoshone-Bannock Tribe, and five observing graduate students from ISU. Most of the teachers had both Indian and Anglo students in their classroom, the Indian students coming primarily from one tribe--the Shoshone-Bannock.

The workshop was conducted on the participants' home ground and they all lived at home while taking part in the workshop. This, combined with the fact that the workshop extended into the weekend, led the project staff to expect a fairly high dropout rate. On the last day, a Saturday, 31 participants attended the closing session.

Twenty-eight participants attended the workshop in Brigham City. Of these 18 were Bureau employees--15 teachers and 3 administrators. The remainder of the group included five public school teachers, four public school administrators and one representative from the Hopi tribe. All the teachers had only Indian students in their classrooms. Since

Indian communities. It seemed to us that the model--perhaps even more than the instructional materials prepared by the Project--was an important tool to share with educators wanting to promote the evolution of Indian student possibilities through curriculum reform.

The project staff decided that the best means of introducing this innovation was a workshop situation where educators could not only learn about the model but practice with it under the guidance and encouragement of the project staff. Early in 1970 the project staff began plans to conduct two such workshops--one for non-Bureau educators in the Fort Hall, Idaho, area to be held at the University of Idaho in Pocatello, March 12-14, and a second for Bureau educational personnel from throughout the western states to be held March 20-23 at the project offices in Brigham City, Utah.

These workshops marked a broadening of the project's efforts to nurture new curriculum developers while at the same time generating new curriculur materials. The project staff feels that by performing both functions, the chances of achieving implementation of new material at the school level are materially enhanced. In this sense the workshops were a major event in the project's activities. The project staff feels that the workshops were even more critical in the professional lives of the educators involved, for through their participation these men and women demonstrated a commitment to active responsibility for what their students learn.

participants came from schools throughout the northern, southwestern, and plains states, they did not share a common concern for students from a single tribe, but rather were divided in interests among at least eight tribal groups. All of the participants at the Brigham City workshop lived in the guest dorm at Intermountain School while in attendance.

Workshop Structure

In designing the workshops, project staff worked from two basic premises:

(1) That workshop participants would best learn about the curriculum development process by practicing with the model to develop curriculum during the workshop. To reinforce the notion that the workshops would be places of doing, the project staff called the workshops "Curriculum Development Practica." (The workshops will be referred to as practica throughout the remainder of this report.)

(2) That the structure of the practica should be flexible enough to allow a wide range of response to the needs of the participants. The project staff outlined full schedules for the practica but was prepared to make changes in these at any point where it seemed that preplanned activities were inappropriate to what was actually happening. The staff had prepared several contingency plans to substitute into the practicum schedule if necessary, and also scheduled time for the staff to meet during the practicum to compare "readings" of progress and

work out needed changes in activities on the spot.

The practica were organized around two central activities: Task Sessions I and II. Each of these sessions was followed by a critique session in which the output was reviewed and evaluated by the participants.

Task Session I was a simulated exercise in which all the participants--whether teachers or not--were asked to imagine themselves teachers. The participants were divided into two groups according to their interest in either elementary or secondary students, and given scenarios based on real classroom data describing student difficulties in dealing with conflict situations. They were told that the social studies curriculum they were currently working with failed to treat concepts of conflict and cooperation, and were asked to prepare a lesson plan introducing a unit exploring these concepts. Skill areas, content, methods, media, and materials were suggested and optional lesson plan forms were provided, to help participants perform the exercise. They were allowed to work individually or in informal groups and were encouraged to call on project staff members present as resources during the exercise.

The object of this exercise was to throw participants immediately into a curriculum development problem. The process guidelines suggested in the directions given to the participants paralleled the major steps in the curriculum development process model. This was done to give the participants some real experience with the model before they were formally introduced to it in a didactic session following the exercise.

Since this exercise only simulated the participants' real world situation, and since the purpose of the practica was in fact to help educators deal directly with the problems they face in their real work situations, the time allotted to this exercise was relatively brief--an hour at the Fort Hall practicum and an hour and a half at Brigham City.

The task session was followed by a critique session of approximately two hours. The elementary and secondary groups were each divided into competing teams (a motivational device) and each of these further divided into small groups of four or five members. The members of these groups discussed the plans each had generated during the task session and selected the plan which they felt would work best in the classroom. The best plans from the small groups were then discussed by the entire team to select the final team plan. Each team worked as a group on refining its plan before forwarding it to the project staff for review.

The real work of the practica was carried out during Task Session II. During this phase each participant was asked to develop a piece of curriculum that he intended to use in his own classroom. Two different kinds of developmental activities could be carried out in this phase of the program: the creation of entirely new curriculum to replace that being presently used; or the enrichment of basically sound curriculum to make it more suitable to particular school situations. Within the area of curriculum enrichment, participants worked with curriculum they were currently using or with Project NECESSITIES materials to which they were introduced at the practicum. Participants intending to adapt materials they were already using had been asked to bring these with them.

As in Task Session I, participants were divided into elementary and secondary groups. Within these, they had the option of working individually or in small groups of their own choosing. The second Task Session was relatively unstructured except for participants who chose to work with PN materials. The project staff had prepared special materials to familiarize these participants with the PN units and to suggest ways in which further development might be carried out. Participants working with project materials could drop out of organized groups at any point they felt they were ready to work on their own.

Some of the participants had already begun developing curriculum before the practicum, and moved easily into the work of Task Session II. For others, the notion of developing curriculum was completely new, and many lacked both ideas about how to begin and the confidence that they could in fact do it. Staff members worked very closely with these participants until they felt they were on their feet; sometimes this meant one staff member working with an individual or small group throughout the length of the practicum.

In addition to resource personnel and Project NECESSITIES curriculum materials, participants were provided with a curriculum development process manual including a description of the process model, worksheets, and examples of how the model might be used. Typewriters, duplicating facilities, and secretarial services were provided for participants who wished to make use of them. Participants were urged to prepare their work in a way that lent itself to review by their colleagues as well as the staff.

Work being carried out in the task sessions was supported by didactic sessions during which theory and use of the process model were discussed with the entire participant group. One meeting of this sort was scheduled immediately after Task Session I; others were held whenever it seemed that the participants would find such a session useful. Members of the staff also held office hours each day so that they could work more closely with participants they might not have had much chance to see during the task sessions.

Other activities during the practicum were more social or administrative in nature. Participants were assigned to small groups of about

10; these small group sessions provided an opportunity for making announcements and getting informal feedback on how participants felt the practicum was progressing. Each of these groups included both elementary and secondary participants.

Social hours were held before dinner each evening to give participants an opportunity to relax with each other and the staff after the rather intense and more purposeful interaction that went on during working hours. Optional proseminars were conducted in the evenings to discuss matters of common professional interest within the area of education but not necessarily concerned with curriculum development.

Purely administrative activities were registration and staff interviews with each participant at the end of the practicum. During registration, participants filled out cards indicating who they were, their occupation and place of work,and whether they were interested in elementary or secondary curriculum. At this time they received folders containing information about the practicum and Project NECESSITIES, a staff and participant roster, and the first day's schedule. Schedules for the remainder of the practicum were distributed each morning to allow staff flexibility in scheduling activities to suit participant progress.

Immediately after the closing session, participants were interviewed individually so they might evaluate the practicum while their experience with it was still fresh in their minds. The personal exit interviews also insured that the project staff did in fact get an evaluation from each participant, a guarantee which does not exist when evaluations are conducted through mailed questionnaires.

Administrative tools not referred to above included daily printed announcements and an option checklist distributed to participants on the first day. On the checklist, participants were asked to indicate the areas in which they wished to work during the practicum (elementary or secondary, their own or project materials, development or enrichment, etc.), whether they wanted to work individually or in small groups, and if they would be attending the social hours and proseminars.

Planning For Fort Hall Practicum

The theory underlying the practica, and the administrative and substantive tools described above, were developed during the planning period preceding the first practicum in Fort Hall, Idaho. The staff decided early in the planning that the practica should be places of intense work, and that participants should be engaged right from the beginning. It was felt that a first day of brisk activity would best convey these expectations to the participants. The staff hoped that once this tone was established, participants would be motivated to continue working without the need for time constraints and closely scheduled activities.

Project staff were assigned to prepare materials and contingency plans for elementary and secondary curriculum development work. The main body of the Curriculum Development Process Manual was prepared during this period, as well as a large flow chart of the model.

In the two-week period preceding the practicum, all the participants were contacted through the mail and when possible by phone to establish some degree of personal contact with participants before the practicum began and to pass on some of the project's expectations for the practicum. Participants contacted by phone were also briefly interviewed to find out something about their work situations and their own expectations for the practicum. This information was used to begin making assignments to work groups and small groups and to prepare substantive materials such as the scenario for Task Session I.

The staff visited the site at the University of Idaho to work out the logistics of the practicum. The site was a very comfortable one, providing space for large and small group meetings, quietude for those who wished to work by themselves, lounges for informal conversation, and a staff office. A cafeteria and coffee shop were in the same building.

The Practicum Itself: Fort Hall

Most of the participants arrived on time and registration went smoothly. After each participant registered he was directed to his small group for a half hour of conversation over coffee with other participants and the two staff members assigned to each group. From here participants went either to elementary or secondary groups to begin Task Session 1.

Staff members assigned to each of these sections introduced the exercise and stayed with the participants to lend them substantive and moral support while they worked. Participant response to the exercise varied a great deal. The secondary group accepted the exercise and got down to work quickly, about two-thirds of them working in small groups of two to four, the remainder working individually. About half of the elementary section did the same. The other half seemed stymied. Some of these were genuinely confused about what they were supposed to do with their own situations or that it was in fact their own situation and they didn't want to "pretend" about it. Staff perceptions were that a good part of the disgruntlement was anxiety over being pushed to perform rather than sitting back and being "taught" as many of them had expected. Staff moved into this situation very quickly, and in about half an hour, everyone was purposefully at work.

The session broke up an hour before lunch for a large group meeting. After formally greeting the participants and introducing the staff, the project director gave an initial explanation of the process model, using the Task Session I exercise and participant experience with it as a frame of reference.

The afternoon critique sessions went smoothly in both the elementary and secondary sections. The latter group gave more critical consideration to the plans being reviewed, while participants in the elementary section seemed to base their evaluation more on loyalty to their own groups' plans. At the end of this session several of the Indian participants expressed concern about the day's work being reviewed only by project staff members. While the staff was made up of both Indians and Anglos, none of the Indian staff represented the Shoshone-Bannock Tribe. The Indian participants--all from this tribe--felt they would be better judges of how appropriate the plans were to the local situation. The staff concurred, and an all-Indian meeting was scheduled for the following day.

Social hour was held at the staff motel, and participant turnout was high, as it was at the proseminar conducted back at the university after dinner.

The second day was taken up entirely with Task Session II. Most of the elementary section chose to work in small groups with the Project NECESSITIES unit, People, Places and Things. Participants in the secondary section were evenly divided between individual and small group work, and between work on their own projects or on one of the three secondary units developed by the project.

Shoshone-Bannock participants met with Indian staff members throughout the day. The meeting was convened to evaluate how well curriculum developed by Anglos could satisfy what the tribal members present felt were the needs of Shoshone-Bannock students. When the meeting got underway, however, it soon became clear that there was a difference of opinion about what these needs were. While this is not an unusual situation it is a difficult one to work through. The confrontation was profitable. By the end of the day the group had produced two sets of educational guidelines--one for school personnel, and another relating to tribal support of school activities.

Small groups were dropped after the first day, as they seemed a distraction from work in progress. The interaction they were intended to stimulate--informal idea exchange and feedback to the staff--were happening very well outside the groups. The administrative functions of these meetings, mostly announcement making, were taken over in the larger work groups.

The morning of the third day had originally been set aside for participants to get together and evaluate each others' work. When the time came, participants suggested that they would rather use that block of time to continue development of their curriculum projects, and would simply present them to the entire practicum at a final large group session. This plan was adopted, and work continued throughout the morning.

The staff began exit interviews with participants in the late morning and completed them after the practicum closed in mid-afternoon. Each interview took 10 to 15 minutes. Staff worked from an interview guide prepared before the practicum to collect data on how well the practicum had satisfied participant expectations for it, what participants intended to do with what they had learned at the practicum, and suggested changes in the format for future practica. Responses to these questions, as well as any additional comments participants had to make on the practicum, were recorded on the interview guide.

About half of the participants rated the practicum "High," 20 per cent "Good," and the remaining 30 per cent "Average." Ninety per cent of the participants indicated that during the program they had at least begun work on some curriculum project they intended to implement in their schools. Informal remarks complimented the availability of resource personnel and materials and the variety of work options. Several Anglo participants regretted the absence of Indian participants engaged in the all-Indian meeting. Many of the Anglos had begun plans incorporating Indian-specific material, and they would have liked the assistance of Shoshone-Bannock tribal members. Other Anglos remarked that the practicum was the first time they had ever sat down and really talked with Indians about common educational concerns, and they were glad for the opportunity.

At the final session nine separate plans generated by individuals or small groups were presented. These included a unit on Power developed by an Art/Drama teacher and a guidance counselor, units on Alcohol and Drugs, a team effort on Conflict, the extension of an Economics course begun by PN, and a Language Arts unit in which Indian and Anglo students will produce a book of biographical portraits of student heroes.

Plans for curriculum at the elementary level included units on Current Events, Communication, Animals, and further development of the PN unit, People, Places and Things. The educational guidelines prepared during the all-Indian session were also presented and discussed. The practicum was adjourned after the general session of the third day.

Samples of the materials used for the Fort Hall practicum can be found in Appendix A of this volume.

Planning for the Brigham City (March) Practicum

After returning to Brigham City, the project staff had four days in which to debrief themselves from the Fort Hall practicum and prepare for the second practicum to be held at the project offices. All of the staff members had kept informal journals during the Fort Hall sessions and used these notes to prepare evaluative reports on the practicum. These, as well as exit interview results, were circulated among staff members before planning began for the Brigham City practicum.

The staff was on the whole satisfied with the Fort Hall experience and decided to keep the same basic format for the Brigham sessions. In planning meetings, staff worked out clearer ways of introducing each phase of work to avoid some of the confusion that occurred at Fort Hall, particularly at the beginning of Task Session 1. The scenario for this exercise was rewritten to eliminate ambiguities that Fort Hall participants had discovered. The first part of the exercise was modified slightly so that participants worked together first in small groups to hammer out the objectives of the unit for which they were later to develop individual instructional plans. This was done so that the participants would have the support of a small group before breaking off to work on their own; it was not intended to alter the substantive nature of the exercise.

A major disappointment at Fort Hall had been the lack of participant evaluation of their own work. It is unclear whether this was due to lack of time, interest, or clear evaluative criteria, or the fact that most of the participants' plans were not in a form that lent itself to easy review by other participants. To stimulate more critical discussion at Brigham City, the project's own guidelines and specifications for curriculum were added to the Curriculum Development Process Manual, as was a model narrative scope and sequence. In addition, the staff decided that participants at the Brigham City practicum would be required to prepare written outlines of projects underway at the end of the second day, and to update these before the final session. Both of these project statements would be duplicated and distributed to staff and other participants for review.

Another change incorporated as a result of the experience at Fort Hall was the addition to the schedule of a general opening session. Though this rubbed against the staff's philosophical fur, there had been a noticeable relaxation of participant anxiety at Fort Hall after the project director greeted the whole group and introduced the members of the staff. The first didactic session on the process model remained where it was on the original schedule, immediately following Task Session 1.

Administrative and substantive tools for Brigham City were essentially the same as those used at Fort Hall. Since a higher percentage of the participants at the Brigham City practicum were to be elementary teachers, a few more materials were developed for this group. The staff also felt both staff and participants could better serve each other if more was known about participant resources and concerns. Accordingly, a participant resource inventory form was added to the packet of materials the participants received at registration. Data from this form was to be organized and published by the end of the first day of the practicum.

The site again offered a full range of work options. In addition to the project's offices and meeting rooms, the staff had obtained use of the facilities of the Bureau's Instructional Services Center, adjacent to the project location.

As with the Fort Hall practicum, written and/or phone contact was made with participants before the practicum began.

Brigham City Practicum - March

The practicum in Brigham City followed the same basic routine as at Fort Hall. Since the second practicum was a day longer than the one at Fort Hall, Task Session II was extended another working day. When participants at Brigham City seemed to be having some trouble grasping the notions behind the process model, additional didactic sessions on the model were scheduled and a curriculum development worksheet generated to guide participant curriculum development efforts.

At the final session, participants reported on 11 curriculum projects for the secondary level and nine for the elementary grades. Almost all were based on Project NECESSITIES materials. On the secondary level, two teachers chose to extend Fact and Opinion; one began writing scenarios to fit her location, while the other extended it to involve drama and English classes as well as social studies.

New units in the process of development were on the Family and on Power. For elementary use, four teachers developed the Economics, Technology and Land unit of People, Places and Things. Two of these teachers worked together, using each other as resources for a comparative unit on Alaska and the Navajo reservation. Another participant revised People, Places and Things as a comparative study of the Sioux and the Navajo.

Dynamics of the March Brigham City Practicum

Despite the fact that the formal processes of the Brigham City practicum were very much the same as those at Fort Hall, the second practicum was strikingly different from the first in overall tone or informal quality. Throughout the sessions in Brigham City, participants behaved in a more reserved manner than those at Fort Hall, in spite of the fact that the Brigham City group was smaller and participants had more opportunity to get to know each other.

Brigham City participants seemed less self-directed and more hesitant to exploit the several alternatives for interaction and substantive work open to them. Most of the Brigham City participants chose to work with PN materials already developed or in the works, rather than beginning projects of their own. Several participants were reluctant to break away from their first day's work groups--either to form other groups or to work on their own--even when they were dissatisfied with the initial groupings.

The Brigham City participants also appeared to have more difficulty "reading" the realities implicit in abstract notions and vice versa. They were confused about how to translate vague educational goals into specific instructional objectives for the classroom, as well as how to distil general goals from a concrete assessment of student resources.

More important, a good many of the participants were unable--or unwilling--to "give language" to their own experiences, i.e., to articulate discreetly to themselves the forces constraining them as teachers or administrators and the resources at their disposal with which to overcome or work around these constraints.

A high percentage of the Brigham City participants were Bureau personnel. What seemed to be confusion and lack of initiative to project staff may simply have been caution on the part of the participants. Bureau educators are perhaps more sensitive than public school personnel to the political nature of the structure within which they operate. Their situation is complex in that they have to manage two professional roles--educator and civil servant. The two roles carry different and often conflicting implications, and tradeoffs between the two are no doubt often difficult to make. It would be natural for a person in this situation to move with more caution than one whose role is more clearly defined.

Samples of materials used in the March Brigham City practicum can be found in Appendix B of this volume.

Project NECESSITIES on Location: Many Farms School

May 10, 11, 12, 1970

Staff Members: Richard R. Ruopp, Project Director

Sam Hedrick, Secondary Manager

Background:

Our initial contact with the staff and administration of the Many Farms School was through the Brigham City Practicum in which Jack Donald and George Potts were involved as participants. Jack Donald is the Curriculum Supervisor and George Potts the social studies supervisor of the school. During the three day Practicum in Brigham City, Jack Donald expressed interest in our process of curriculum development and teacher training and he contacted our Liaison Director to see if it might be possible to administer a similar Practicum with the staff of the Many Farms School.

The notion of a field training institute following upon a request from a specific school met with Project staff approval, and we began making plans to transport staff and materials to the school on the evening of May 10.

Through telephone conversations with Jack Donald, we were told that the Many Farms School was attempting to create new curricula in the fields of social studies, math, science, and language arts. Jack expressed a desire that we come prepared to motivate teachers to develop new materials and to involve themselves more deeply in the curricular lives of their students. We were told that much of our involvement would be with supervisors but that an afternoon session with the full faculty was scheduled for Monday, May 11. There was little other information which could be communicated to us, as it was difficult for Jack to speculate on the climate for change and the mood of the faculty and the administration.

Process:

We arrived at the Many Farms School by air on the evening of May 10. Jack Donald met us at the airstrip and took us to an informal session with supervisors during the evening. The session was most illuminating. Many supervisors expressed concern about the slow rate of change and their inability to make suggestions which would be acted upon in any reasonable length of time. Supervisors expressed concern about the necessity for change because of the new administrative staffs in the Central and Area offices of the Bureau. Most supervisors agreed that the school had vast potential for change and that morale was high but they had few concrete notions of how to implement new programs systematically.

The evening meeting gave us a great deal of insight into the interpersonal dynamics of the school and the concerns of the administration and some of the faculty.

The following is our perception of staff concerns:

1. concern that the school might be reorganized and farmed out to a private organization on a contractual basis

2. feeling that the staff and administration were failing to communicate with the local school board

3. concern that new ideas would be discussed but never implemented

4. anxiety about the reorganization of the Central Office, B.I.A. and the effects it would have on local schools

5. concern that we might intimidate the more conservative teachers on the faculty and lessen the possibility of making any changes in the near future

6. concern about the possibilities of making changes in bureaucratic structures

The meeting adjourned in the early evening and most of the people present seemed keenly interested in the events of the coming days.

On Monday morning, May 11, the Project staff toured classrooms with the assistance of six freshman students at the school. From the outset, interesting situations seemed to arise. While I was talking with a girl in a math class about the difficulties in working fractions I said: "Why don't you use base eight to solve the problem?" Later in the day the Math-Science Supervisor told me that I should be more careful about what I say in front of the kids. I was of course curious about his statement and asked what I had done. He then reported to me that the teacher overheard me telling the student that she was really doing basic eighth grade problems, which she construed as an insult to her selection of content. This type of interaction could of course be over interpreted but I do feel it was indicative of the faculty's anxiety about a new group on campus visiting a new school. It was our awareness of the covert anxiety level on campus which aroused in us the idea of channeling the possible fears into constructive energies.

The following Curriculum Planning Exercise was created by Dick Ruopp and reflects much of the knowledge we had acquired during our informal meetings with teachers and supervisors. The 'exercise' was not designed to be inflammatory, but the results of the activity discussions showed that for many people it was inflammatory and it was always controversial. We feel that the emotional energy worked positively to animate and agitate teachers to involve themselves more enthusiastically in the afternoon session.

....

Many Farms High School - May 11, 1970

Curriculum Planning Exercise

We have been informed that the Navajo Tribal Council, on the urging of their Education Committee, and with the full support of the new Associate Commissioner for Education who has line authority over Area Directors, intends to serve notice on schools in the Navajo area that by June of 1971 each school must meet the following criteria:

1. Measurable accelerated gains in the following basic skill areas including the ability to communicate with increased effectiveness:

    a. reading
    b. writing
    c. basic math

2. Relevancy to anticipated future needs of students as follows:

    a. Realistic demonstrated decision-making ability in practical politics, economics, vocations, educational goal setting and achievement.

    b. Student increased involvement in their own education that they themselves perceive and approve.

Through informal channels it is known that schools are considered unlikely to achieve the above goals if they continue to maintain standard school schedules, standard educational methods and materials such as lectures and

> textbooks, overemphasis on control (absolute silence in the classroom). Student cuts will be considered a measure of failure to stimulate rather than necessarily school derelection. A premium is being set on the inclusion of tribal specific and relevant material: language, culture, reservation politics, government, and economic development.
>
> Schools which do not meet these standards will be taken over by the tribe and operated on a joint venture basis by the tribe and private contracting agencies.
>
> You have been assembled today to determine in what ways you are going to respond to this challenge in the areas of curriculum development for the next academic year. Other meetings will consider teacher recruitment and training, new administrative procedures, etc.
>
> You will now be divided into two committees, and in the next two hours you will be expected to report to us as representatives of the tribe. You may present a procedural plan for meeting the challenge (committees, functions, timetables). You may choose to begin the definition of educational outcome goals for your students in behaviorally measurable ways. You may develop a third alternative. Further instructions will be given to each committee verbally.

....

On Monday afternoon the full staff of the high school was assembled to take part in the teacher training exercise. Dick Ruopp explained the objectives of the Project and gave a brief history of our existence. We then distributed the preceding exercise sheet and broke the staff into two teams. Each team was then divided into groups of from three to five participants to fulfill the objectives of the assignment.

Small group discussions were generally heated. Most groups were composed of members of the several departments on campus and in many cases this was the first time these members had talked to one another on any subject. The groups interpreted the document differently; some groups actually felt it was a description of why we were present, but after some moments of explanation most groups got down to the business of planning lessons, programs or objectives.

After one hour each group was asked to present their joint creation to the other small groups. In each case verbal criticism was allowed only by one designated subgroup. This technique, which we have used in the past, proved very successful. Teachers remarked later that they were often frustrated that they could not voice their criticism, but that it put them into a totally new role with respect to group interaction and that they could more clearly see how they appeared in group activities.

The following are the reports submitted by the two teams:

TEAM A

> The following plan is submitted to motivate students to make responsible decisions concerning their own education and life style. I have found that when kids like what they are doing, like field trips, my job becomes much less one of pulling teeth and more one of just consulting with kids. What we really need to make a success of this is the involvement of the kids.
>
> What we are going to do is set up a group of action teams called Occupational Interest Teams. These teams will be made up of students and they will collect a list of possible occupations which kids would like to study and which would involve the energy of the entire faculty.
>
> We have come up with a possible example. With the new proposed Navajo Stage Coach, kids have shown an interest in aviation. Aviation involves science, math, language arts, industrial arts and business. We would group students and teachers into teams and have kids work out all the necessities for running the operation and later spin off relations, government regulations, maintainance, skills training, and threat to the traditional Navajos.
>
> We feel that activities like this one will require something like a modular schedule. Kids will have to be free to spend longer periods of time with teacher and student teams throughout the day. In some cases, like if a kid wants to get a pilot's license, he will have to be freed of all other obligations for a much longer period of time.

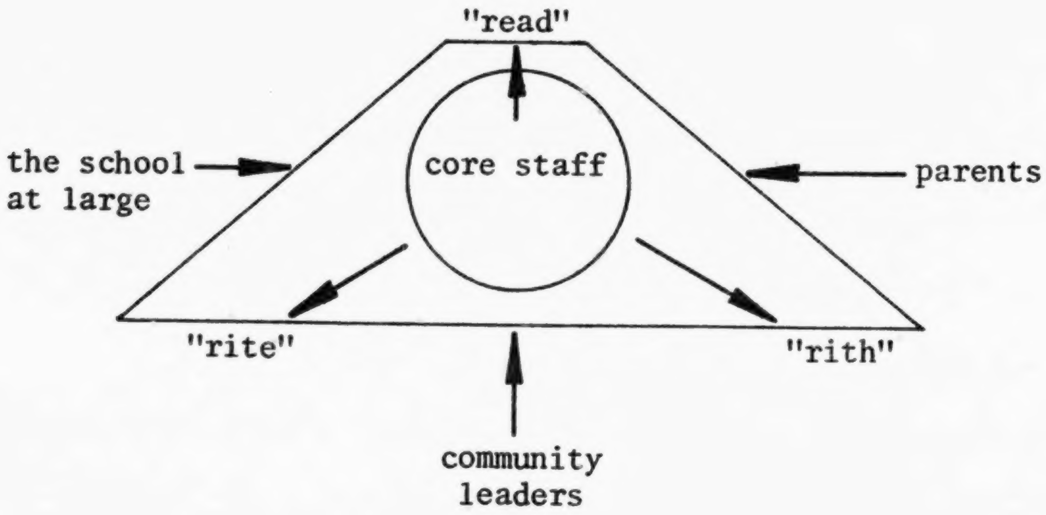
Maybe the behavioral objectives of this whole program would be for kids to make a complete business operational plan, make an airplane in shop and have some of the students fly the plane. This really doesn't seem too far-fetched to me.

....

TEAM B

We propose a mini-school in the midst of the campus. The school would be designed to house and educate kids as one coherent process. The school would have a core staff for the skills and the kids would involve themselves in trades, physical education, and the remedial programs as members of the greater school community. We see a coed type dorm in which kids have more opportunity to interact in social and curricular activities.

Here is a model of what it will look like when completed.



As you can see, the teams will be concerned with the basic skills and teach them using the resources of the total environment of the child. You can also see that we perceive the aspect of the student's environment to be interrelated. The whole notion here is to get students to see that education is not fragmented and that there are ways of relating the way we live to the way we learn. The school itself will be an example of the principle at work.

....

After the reports had been read, no evaluation was made. It was decided to hold a meeting of supervisors on the following morning to see how these ideas and energies might best be supported and brought to fruition. Generally the Project staff agreed that this was an exciting group of people involved in an exciting and dynamic process.

Teachers generally commented that they really got something out of the activity and that they hoped there was some way of following up on the exercise. As is generally the case in such programs, the more liberal elements shown through but this is not atypical in any way of how groups of teachers generally posture themselves when they are given the power to really make changes.

On Tuesday morning the Many Farms School supervisory staff assembled in the library work room and arranged the chairs in the fashion of a Senate hearing. Dick and I were seated in chairs to which questions might be easily directed from all the participants. Teachers filed in and out as their schedules permitted throughout most of the day. Generally this session was a tactical planning period where advisors and other staff searched for the best way of creating a mini-school and delineated the political factors involved. The meeting was quite productive, even though too much was expected of us in planning of events. One rule which the Project staff might learn from this is to respond to questions and leave proposal language and contingency planning to the actual participants.

The Tuesday session generally served the purpose of unifying the supervisory and teaching staff to the cause of the mini-school and creating a faculty committee to draft the original proposal. The supervisory staff would be cast in the role of consulting body only.

Perceptions in Review:

1. The staff of the Many Farms School sought consultation on the possibilities of effective curriculum revision and responded to our suggestions and activities with enthusiasm.
2. The staff of the Many Farms School is concerned about their future as an institution, but they did not allow their fear for job security to so overwhelmingly overcome them that they could not function in the role of planners and change agents.
3. Many Farms School is a likely candidate for futher involvement by the Project staff in the event that we are refunded.
4. There is every likelihoood that much of what was proposed and discussed will create no change, but the atmosphere of agitation and discussion is more than likely to stimulate participants' desire to seek out more effective teaching aids and materials if not entirely revolutionary new programs.
5. Our involvement in this kind of activity is useful and necessary to the total range of system-wide planning.

We have included the following letter from the Principal of the Many Farms School to partially substantiate this report.

Report submitted by:

Samuel W. Hedrick
Secondary Manager
Project NECESSITIES

May 18, 1970

IN REPLY REFER TO

March 3, 1849

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
MANY FARMS HIGH SCHOOL
MANY FARMS, ARIZONA 86503

May 14, 1970

Mr. Richard R. Ruopp
Director, Curriculum Development
Project NECESSITIES
P.O. Box 575
Brigham City, Utah 84302

Dear Dick:

I am impressed by the excitement you and Mr. Sam Hedrick generated amoung the instructional staff during the four hour practicum. This indicates the interest of the Many Farms High School staff for new innovative educational programs.

At this time the instructors are analyzing what took place Monday and Tuesday. They are theorizing as to what direction the school should take in developing meaningful acadmic change.

I am grateful to Project NECESSITIES for offering me the opportunity to learn more about the program. I am looking forward to working with the Project NECESSITIES staff during the June practicum.

Sincerely,

Frank Hall

Principal

Training Feed Back

Subject: Many Farms Practicum

The following report, sent to us by Jack Donald of the Many Farms School, indicates some factors we had not recognized while we were working with the staff of the Many Farms School. Reports from separate departments, which indicate their desire that Project NECESSITIES not be involved in curriculum development, make it clear that we were seen as a centralized policy maker and not as educational consultants. The report further shows that after a one week absence, teachers were able to verbalize their fears concerning our role in the future curriculum revision of the school.

One may speculate that the desire for divorce from the Project may stem from the following:

1. Project staff may have been too overpowering in their claims for the necessity of making reasoned and systematic changes.
2. By taking the role of change agents, we may have been seen as rabble rousers who would so change the educational system that teachers and supervisors could not see how they could function in the future organization.
3. The Curriculum Planning Exercise, clearly explained as a hypothetical document, might have threatened tribal, area and school administrators to the point that they consciously lobbied against any further involvement of the Project in the functioning of the school.

4. The authority of the teacher to administer to the needs of his students has been the one major positive request made by Bureau teachers concerning their work. Teachers feel that their freedom in the classroom is the sole most important factor explaining why they remain in the Bureau. Our program may have been perceived as a threat to that freedom.

Speculation may be appropriate here, but it does not explain away the fact that leaving the school staff with such fears should not be a repeated activity. Future field Practica will have to take into consideration how we can effectively motivate teachers to think of curricular change without perceiving that change as dictated by outside agents.

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : All Staff

DATE: May 25, 1970

FROM : Jack Donald

SUBJECT: May 21st Staff Meeting

The theme of the instructional staff meeting was "curriculum change." Each department had met previous to May 21st. They discussed the high school curriculum, and how to make the curriculum more meaningful for the student.

The more specific questions each department discussed were:

1. If change is brought about at what pace should it be?
2. What staff at this time is ready to take an active role in changing the curriculum?
3. What changes can be made to make the curriculum more effective?

The following are summaries of comments made by each department. Some are direct quotes from the panel's participant's notes; others are taken from my notes.

Business Education Department

The Business Education Department is in favor of a change, a change that would involve the parents as well as the school board. The Business Education Department is in agreement that the staff of Many Farms High School is capable enough to plan a new curriculum and that we do not favor having Project NECESSITIES plan one for us.

We also feel that working with the other departments is a very good thing. For instance, in our typing, we could have the students compose for Language Arts as well as mastering the keyboard at the same time. In the Home Economics Department, a section could be devoted to proper dress for the office, home, etc. Also, in Personal Health the very importance of personal hygiene in working or dealing with the public.

The Business Education Department also would like to think that maybe our more advanced students with a good background of English and math could possibly be able to get a job in an office, as a clerk-typist, or maybe even a secretary, giving the student's encouragement in this direction.

Working toward a change in our department, there is a new source to be offered for school year 1970-71. The new course is SUPERVISED OFFICE WORK EXPERIENCE where approximately 10 students are to be enrolled. These students will have to have an above average grade in typing and should have already had General Business. These students should also be enrolled

5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

in Business English concurrently. There is to be four students working in the library and approximately six in the Guidance and Administration Office. The students are to have two days of classroom instruction and three days of actual office work.

Fine Arts Department

1. The Fine Arts Department feels that more time should be made available for private music lessons. Private lessons are necessary if the students are to develop to their full potential.

2. All departments should work as a whole. Department interaction would provide a concerted effort on particular problems, provide reinforcement of subject matter, establish a better staff working relationship.

3. Departments should provide more time for more classroom structured academic courses.

4. The Guidance, Counseling and Academic Staff must come together and become a team. One team working with all students to provide for the students' varied learning experiences.

Language Arts Department

1. Our department favors curriculum changes. However, we do not necessarily endorse Project NECESSITIES. We believe that the curriculum changes should be initiated under our own direction. And, we will modify and correct as we progress. This is our "baby." We, the parents, and the students will take care of this "baby"; no foster parents are needed.

2. All of us strongly recommend "ability level grouping." We think the classes should contain students of homogenous abilities, rather than heterogeneous. More effective teaching/learning will result. In this connection, we wish to work hand-in-hand with Social Studies. That is, a high-ability class in Language Arts should meet intact as a group for a social studies class.

3. We would also like to see the beginning of the day start with a "home room" period. During this time (15 min.??), the daily notices can be read, sundry clerical tasks taken care of, etc. The students (9th graders in particular) are from a one, or sometime a two, teacher oriented classroom. The constant changing of classrooms and teachers leaves them bewildered by the end of the day. They don't associate themselves with anyone; there is that feeling of being adrift. It is rather difficult to build up a rapport with someone within a 50 minute span under a definite teacher-student echelon set-up. But, a homeroom teacher isn't there with a lesson plan; he is there to explain something to the students, check on other things, and to be the mama or papa when necessary.

4. The homeroom teacher should also receive the same group back again during the day for a study-hall session. At present, the students take too many classes. Who wants to study afterwards. In this case, he must do the assignment; he must put into practice what was discussed in class (this is basic education psychology).

5. More Reading Specialists should be hired. We need them desperately. A Language Arts teacher is not necessarily a reading specialist.

6. A number of our students could be trained for college. However, a far larger number are not college material. We must train them with marketable skills. We therefore, should try to be more vocational oriented. We need more courses (shops) to train these students to go out to earn a living (beautician, radio/tv repairman, etc.).

7. We would like to request all teachers to please have their students write at least one complete sentence daily. We are not talking about tests. They can be multiple-choice, etc. But, the students need practice in writing a complete thought in English. This should not be confined to only the English class. If all teachers would do this tremendous improvement would be seen (the teacher involved would check for accuracy of theory expressed, not for grammatical errors; we can do that).

8. We think the Language Arts teachers can work hand-in-hand with almost all of the departments. In Michigan there is a cooperating plan of Language Arts/Social Studies. They boast excellent results. In Denver, the Practical Arts work together with Language Arts. We, in Language Arts, are very willing and desirous to establish an integrated program that will help the students.

Math

1. Basically all the math staff is interested is some types of change.

2. Suggested changes:

    a. Team teaching
    b. Interdepartment teaching
    c. Educational field trips.

        1. Trips should take place inside and outside the student's culture area.
        2. Trips and trip planning should involve representatives from all departments.
        3. Trips should not be disruptive to classes.

3. Curriculum planning should involve not only teachers but students and community and tribal leaders.

4. Curriculum should cover areas of student interest.

5. The classroom should provide means for students to become acquainted with areas of job possibility and interest.

6. The curriculum should be basis for evaluating students' needs based on his interests and goals.

7. A Reading Specialist for overcoming the reading deficiency of our students.

8. A course in reading should be required until they can pass a standard high school proficiency test.

Physical Education Department

The Physical Education Department is certainly looking forward to next year's new schedule and curriculum changes. We are extremely optimistic concerning the coming year because of the quality and skills demonstrated by our staff and administration during this school year.

We would like to support the idea of integrated teaching (including material from other disciplines) within departments as well as with other departments.

Example: Project -- Latin American Studies
Homemaking.............costumes and foods
Physical Education ....dances and games
Music..................songs, dances, and instruments
Art....................art work and carvings
etc.

The department is strongly in favor of team teaching

We are in favor or core courses being taught three days a week and electives two days a week with no rigid timetable.

The staff of the Physical Education Department realize that any curriculum changes that evolve must involve much pre-planning and consideration of students' needs and potential.

We in this department plan to dedicate ourselves to strong reinforcement toward any student who displays positive initiative or effort no matter what his capabilities or potential might be.

Practical Arts Department

In response to the questions asked in the instructional staff meeting May 13, 1970.

1. All practical arts teachers are for change in the instructional program.

2. All practical arts teachers would support a pilot program.

3. Five practical arts teachers are willing to participate in a pilot program.

Because we do not desire the Project NECESSITIES to be a major influence upon our thinking, we propose a committee be formed of Many Farms High School personnel to effect an organizational structure which would promote the continuous progress of each individual pupil.

This committee should have the advantages of being at "home" where the problems exist and within easy reach of those whose blessings must be given to any changes effected. They should be free to call upon any desired resource people.

Realizing many of our staff have commitments for the summer we propose all available people should be assigned to this task the last week of school (giving us an opportunity to actively involve students) and the week following. At the end of this period a committee should be selected to finalize and activate the organizational structure.

Science

1. The academic curriculum should work to develop English skills.

2. The student should be involved with 20th Century problems.

    a. A program of culture awareness.

    b. All classes gear their program to things that are happening on the reservation, in the state, in the nation, and in the world today.

3. Coordinate 89-10 projects to learning and sound educational policy.

4. Weekly departmental meetings to find what is going on and prevent lack of communication.

5. The high school should develop a more workable student exchange program.

6. Dormitory and academic coordination, where major educational goals are worked on together.

    a. Guidance staff to work in the classroom.

    b. Academic staff to work in the dormitory.

7. Students involved in stating their goals, and curriculum planning toward these goals.

8. Open school to more community involvement.

Social Studies

1. If curriculum change takes place we must answer the following questions:

    a. What will it be?
    b. What will it accomplish?
    c. Will it accomplish more than what we are now doing?
    d. Will the physical plant accommodate the change?

2, Some of the changes this department feel should be considered:

    a. Students enroll in fewer subjects.
    b. Supervised study sessions.
    c. Modular scheduling.
    d. Ability grouping.

   e. Activity oriented classes.
   f. Improve library.
      1. Ability level reading books.
      2. Current periodicals.
      3. Reference materials.

3. Special classes for those students who need them. Do special grouping in classroom trying to reach the needs of students on their level of achievement.

4. Utilize college offerings in vocational training where there is space for such can be arranged.

5. Offer both academic and vocational education to meet the needs of all students.

Personal Observations

The enthusiasm and excitement about curriculum that has been produced by the total staff of this school has been amazing. If it can be carried over the summer into the 1970-71 school year, Many Farms High School could show growth unequaled by any B.I.A. school.

Staff, students, and parents want continual curriculum evaluation. If the evaluation indicates revision, then the staff is ready to create and implement the changes necessary.

The needs of the students have become the basis for all educational thinking at this school. This is indicated by the number of students involved in curriculum revision. Courses are student oriented, not, as is often found, teacher oriented.

There seems to be a misunderstanding about the role of Project NECESSITIES. The role of Project NECESSITIES was, and is, that of a stimulus, nothing else. They, or no one else, ever planned for them to write our curriculum. We--students, parents and staff--will continue to write, revise and implement the curriculum of this school.

As most of the staff has indicated, Project NECESSITIES should be commended for the service they have rendered us.

Weatherford, Oklahoma Conference, June 15, 1970

Upon the invitation of the Oklahoma State Department of Education, the Project NECESSITIES Liaison Network Director, Dan Honahni, attended and participated in the first day of a two-week teachers' conference. The teachers represented various schools throughout the State of Oklahoma. Both the Federal (BIA) and Public schools were represented. Fifty teachers were in attendance.

The program was designed to sensitize the teachers to Indian student needs. Its objective was also to provide and recommend alternative methods of teaching Indian students.

Dan Honahni, on behalf of Project NECESSITIES, made a two-hour presentation on curriculum development and revision. Much of the allotted time was used to explain and demonstrate the use of curriculum units which had already been established. The rationale influencing this approach was the lack of knowledge about Project NECESSITIES (the participants had never heard of the project).

The teacher interest seemed to focus on the issue of tribal reaction, extent of tribal involvement in the actual development and evaluation of the completed units. Much of the discussion dealt with teacher motivation. Several participants suggested that it was essential for them to learn about Indian cultures so they could better motivate the Indian students to do academic work.

Dan Honahni maintained that there is no such thing as motivation supplied by the teacher. The teacher never motivates the child to learn; the child does that himself. The teacher may convince or influence the child to learn, or through various methods assist the child in his learning process. One such method is through curriculum that is relevant to the students' immediate concerns.

Approximately 30 minutes was then devoted to demonstrating the Curriculum **Development** Process Model. It was emphasized that the model could be very easily utilized in the development of curriculum in disciplines other than social studies. Lack of time prohibited in-depth discussion on the process model and its use. No direct rebuttals were expressed on the procedures, concepts, philosphy or objectives of Project NECESSITIES. It would have been desirable to conduct actual excercises in developing one-hour curriculum units, using the process model. This would have provided more response and possibly would have assisted the teachers in learning a new skill.

For the Oklahoma teachers, it was a taste of new methods which perhaps will stimulate creative curriculum work. Several teachers have requested copies of the Project NECESSITIES volumes, which we unfortunately cannot furnish on an individual basis because of diminished supply. Project NECESSITIES has instead sent 10 complete volumes to Mr. Overton James, Assistant Director of Oklahoma State Indian Education. He will in turn distribute copies to school districts serving Indian children.

Several inquiries were also made about the possibility of inviting Project NECESSITIES to conduct curriculum development practica at the local schools in Oklahoma. No immediate response was given to these inquiries, because of the indefinite position of Project NECESSITIES refunding.

Brigham City June Practicum

The June Practicum, held June 8 through 26 at the project's offices, was attended by 28 teachers and administrators, many of them returnees from earlier practica. Of these, 17 were Bureau employees and 11 represented public schools.

The practicum followed the previous Brigham City March format, but with a duration of three weeks as opposed to three days, the participants were able to get deeply involved in their projects, and their work has contributed greatly to the teaching materials in Volumes IV, V and VI of this PN report. In addition, six quarter hours of credit were awarded to participants for graduate study in education by Utah State University.

Appendix C contains examples of materials used in this practicum, plus participant reports of work accomplished during the three-week period.

MARCH 12 - 14, 1970

CURRICULUM DEVELOPMENT

FORT HALL PRACTICUM

PROJECT NECESSITIES

PHASE III

VOLUME III, APPENDIX A

FORT HALL PRACTICUM

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TO: Participants 9 March 70

FROM: Richard R. Ruopp, Director
Curriculum Development

SUBJECT: FINAL NOTES ON THE PRACTICUM NEXT THURSDAY

We are looking forward to working with you beginning next Thursday.
TIME: 9:00 a.m. PLACE: Idaho State Student Union - Room 409

Having made previous telephone contact with many of you, we think it would be useful if you had a brief written note on the goals of the Practicum.

This will be a learn-by-doing three days. We want each of you, regardless of your role in the educational process, to take home a plan for enriching, creating, or supporting changes in curriculum to increase its relevancy to students, particularly Indian students.

The staff intends to share with you the seven step process which we use in developing Project units in order to provide you tools as you develop a plan. You will also have the opportunity to review in detail the Project's units.

You can choose to work either in the Elementary or Secondary Section of the Practicum. Each of these sections will be broken down into a curriculum enrichment group (concerned with modifying curriculum already being used in your schools to increase its effectiveness) or a curriculum development group (focusing on new classroom activities).

It would increase the value of the Practicum to each of you if you wrote down briefly a major problem in curriculum which you would like to see solved. Also, we would like teachers and school administrators who plan to work in one of the enrichment groups to bring an actual piece of curriculum you would like to modify.

Enclosed is the schedule for the first day. See you Thursday. Please come prepared to work as if some Indian child's education depends on what you do between Thursday morning and Saturday afternoon.

Enclosure

PRACTICUM PARTICIPANTS INVENTORY

Name ______________________ School ______________________

Grade __________ (Subject if H.S.)______________________

Number of Students Taught ________ Percentage of Indians ________

Tribal Composition ______________________________________

Number of years teaching ________

Volunteer for Practicum: YES ○ NO ○

Expectations:

Problem Identification:

Enrich ○
Modify ○
Develop ○

Who should be involved in Curriculum Development?

		YES	NO	NEUTRAL
C. D. Experts	--	○	○	○
Administrators	--	○	○	○
Teachers	--	○	○	○
Students	--	○	○	○
Community Leaders	--	○	○	○
Parents	--	○	○	○

REGISTRATION CARDS

B

E

NAME Anna Adamek Off. PHONE No. 785-2303

ADDRESS 455 Clifford
Blackfoot
Hm. PHONE No. 285-4691

WHERE EMPLOYED Dist. # 55 - Blackfoot

☐ COUNSELOR
☒ TEACHER
☐ ADMINISTRATOR
☐ PARA–PROFESSIONAL
☐ SCHOOL BOARD
☐ PARENT
☐ TRIBAL EDUCATION
☐ OTHER

A

E

NAME Melba Armstrong Off. PHONE No. 785-2303

ADDRESS 1485 Dennis Hm. PHONE No. 785-4498

WHERE EMPLOYED Blackfoot Dist #55 West Center

☐ COUNSELOR
☒ TEACHER
☐ ADMINISTRATOR
☐ PARA–PROFESSIONAL
☐ SCHOOL BOARD
☐ PARENT
☐ TRIBAL EDUCATION
☐ OTHER

A

E

NAME Kay Bohlscheid Off. PHONE No. 237-2207

ADDRESS 240 E. Quinn Hm. PHONE No. 237-1856

WHERE EMPLOYED School District # 55 (Blackfoot)

☐ COUNSELOR
☒ TEACHER
☐ ADMINISTRATOR
☐ PARA–PROFESSIONAL
☐ SCHOOL BOARD
☐ PARENT
☐ TRIBAL EDUCATION
☐ OTHER

FT. HALL CURRICULUM PRACTICUM

FIRST DAY - THURSDAY, MARCH 12, 1970

SCHEDULE	NOTES
9:00 - 10:00 A) Check in with Miss Pretty Paint or Mrs. Clifford, and if you wish, get a cup of coffee or hot chocolate, and B) Join your Small Group to get acquainted with your staff members and other participant colleagues. C) You will have a chance to discuss the goals of the Practicum before you receive your first assignment for D) Task Session #1, a small exercise in developing an instructional plan for one classroom activity at either the elementary or secondary level (your choice).	8:00 - 8:45 Staff Meeting Registration will take place in the small group. Have participant fill out card and get a name tag. If tag is spelled wrong, Francie will type a new one. Staff should be familiar with names in group and roles. Try to be at ease and set tone. Answer questions that may come up to best of your ability. Your group is heterogeneous as to role and location. At 9:45 to 9:50 inform your group where the sections are meeting for the Task Session #1, and tell them that the task assignment will be handed out promptly at 10:00. Wish them well or whatever, and remind them you'll see them again at 3:00. Turn in Registration cards: Elementary to Paula - Secondary to Francie. Tom and Sam divide these groups for p.m. Pass out Task #1, give time for questions, then leave alone, letting participants know where you will be if they need help. Warning time at 10:50 - say they can continue during 11:00 session or through lunch
10:00 - 11:00 Complete Task #1	
11:00 - 12:00 All-Participant Session #1 in which the seven steps to curriculum development used by the staff of Project NECESSITIES will be reviewed. You will receive the Project's Curriculum Development Process Manual and have an opportunity to ask questions.	Welcome, introduction of staff, thanks to Hernandez, Jones, etc., definition of curriculum, short concise intro. to 7 steps, time for questions, announcements: staff hours, social hour, Proseminar, choices open for Friday.
12:00 - 1:00 LUNCH	Staff lunch if needed
1:00 - 3:00 Critique Session #1, during these two hours you will have an opportunity share your morning's invention from Task Session #1 with other participants in small groups. The Elementary and Secondary sections of the Practicum will each be divided into two teams.	1:00 - 1:30 sub-groups of 3-5 members review each other's work and select the one that will be their group's nominee for the best on their team. 1:30 - 2:15 Each sub-group presents their plan to next sub-group in round-robin and then entire group selects its nominee. 2:15 - 3:00 The group modifies and enriches its selection as it sees fit and transmits to its secretary for typing

Each team will select and further develop one instructional plan from the morning for review by the staff. The staff will announce tomorrow morning which of the two plans most adequately met the task assignment.

3:00 - 3:30

Go back to your Small Group for a debriefing session. Please let your group staff members know if you plan to come to the Social Hour and/or to the Proseminar #1 (see below), by indicating on Option Checklist.

OPTIONAL OPPORTUNITIES

3:30 - 5:00

Staff Office Hours: Miss Pretty Paint will keep appointment sheets for each member of the staff. Any participant who would like a 10 or 20 minute appointment with a staff member can sign up during the day for either this period, or the same time tomorrow.

5:00 - 6:00

Social Hour: the staff invites any interested participant to the Holiday Inn for an hour of informal conversation and refreshments (free soft drinks or Sherry, mixed drinks at the nominal charge of 25¢).

7:30 - 9:00

Proseminar: There will be a showing of the film, No Reason to Stay, which is an indictment of "irrelevant" high school curriculum produced by the Canadian Film Board. This will be followed by a open discussion of the question, "What constitutes relevant curriculum and how do you know one when you see it?"

NOTES

duplication and distribution to staff by 5:00 for discussion at dinner. A staff member of each section will prepare a critique as a result of discussion for typing at 9:00 p.m., distribution tomorrow at 9:00 a.m.

Distribute Friday Option Checklist (It will be picked up at 3:15 for a decision about Proseminar) and get back. Allow as much time for discussion, feelings, etc. as you can. Close promptly at 3:30 after telling them that they will reconvene at 9:00 a.m. in the small group (and get their full schedule for the day at that time if you haven't received one to pass out now). If people hang around to chat, and you don't have appointments, fine.

Check your appointment sheet between 2:30 and 3:00

If there are fewer than three participants, this will be called off.

FT. HALL CURRICULUM PRACTICUM

SECOND DAY - FRIDAY, MARCH 13, 1970

SCHEDULE

NOTES

9:00 - 9:30

Small Group Meetings

9:30 - 12:00

Task Session #2: Go to your section (elementary or secondary). Join either the curriculum enrichment or development sub-group, organize and begin work on your project.

12:00 - 1:00

LUNCH

1:00 - 3:00

Continue to work on your project.

3:00 - 3:30

Small Group Meetings

OPTIONAL OPPORTUNTIES

3:30 - 5:00

Staff Office Hours: Reminder - Miss Pretty Paint has appointment sheets for each member of the staff. Any participant who would like a 10 or 20 minute appointment with a staff member can sign up during the day.

5:00 - 6:00

Social Hour: The staff again invites any interested participant to the Holiday Inn for an hour of informal conversation and refreshments (free soft drinks or Sherry, mixed drinks at the nominal charge of 25¢).

7:30 - 9:00

Proseminar: If a sufficient number of people have indicated an interest in having a second proseminar, the topic will be announced during the small group sessions earlier in the afternoon.

NOTES

FT. HALL CURRICULUM PRACTICUM

THIRD DAY - MARCH 14, 1970

SCHEDULE

NOTES

9:00 - 9:30

Small Group Meetings.

9:30 - 11:00

Critique Session #2: Each of the sub-groups in each section will select the project that is best in its judgment, and prepare a 15-minute presentation to be given between 1:30 and 2:45 (Elementary - enrichment, development; Secondary - enrichment, development).

11:00 - 12:00

Begin Exit Interviews: Rather than give you an evaluation form, a Staff member from your small group will talk with each of you for a few minutes regarding your judgment about the workshop - its relevancy, helpfulness, etc.

12:00 - 1:00

LUNCH

1:00 - 1:30

Complete Exit Interviews.

1:30 - 2:45

All Participant Session #2: Project Presentations:

1. Elementary Enrichment Project
2. Secondary Enrichment Project
3. Elementary Development Project
4. Secondary Development Project

2:45 - 3:30

Staff Comments and Summary

3:30

Workshop Ends

PROJECT NECESSITIES box 575 brigham city utah 84302

CURRICULUM PRACTICUM

Idaho State University

March 12, 13, 14, 1970

PARTICIPANT AND STAFF ROSTER

801-723-8591 ex 287 or 801-723-2838

PARTICIPANT ROSTER

Group	Name	E or S	Affiliation	Area*	Role
B	Adameak, Anna		West Center School	B	Teacher
A	Armstrong, Melba		West Center School	B	Teacher
D	Banning, Mike		Idaho State University	P	Teacher
E	Bird, Rose Marie		Adult Basic Education	B	Teacher Aide
D	Boyer, Lionel		Hawthorne Junior High School	P	Counselor Aide
C	Broadhead, Lloyd		Fort Hall School	B	Principal
E	Brower, Lois		Blackfoot Junior High School	B	Teacher
A	Brown, Verna		Blackfoot High School	B	Teacher
C	Clark, William		Fort Hall School	B	Teacher
C	Crawford, Arlis		Tyhee Elementary School	P	Teacher
	Edgar, Jessie		Fort Hall School	B	Teacher
F	Edmo, Genevieve		Blackfoot School District #5	B	Indian Liaison
A	Edmo, Jack		M.D.T.A. Job Orientation Project	P	Adult Basic Ed.
A	Finkelnburg, Virginia		M.D.T.A. Job Orientation Project	P	Teacher Aide
C	Forin, Carl		Blackfoot High School	B	Administrator
A	Fowler, Vickie		Blackfoot High School	B	Teacher
D	Fransden, Lloyd		Blackfoot Junior High School	B	Teacher
F	Fry, Ralph		M.D.T.A. Job Orientation Project	P	Director
E	Hall, Orlena		Southgate School	B	Teacher
E	Halloway, Barry		Adult Basic Education	P	Teacher
F	Hardy, Erma		Highlands High School	P	Teacher
D	Hardy, Renae		Hillcrest Elementary School	AF	Indian Coordin.
D	Heckler, Hilda		Adult Basic Education	P	Teacher
	Henderson, Warren		Highlands High School	P	Teacher

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* B - Blackfoot; P - Pocatello; AF - American Falls

roup	Name	E or S	Affiliation	Area*	Role
E	Hernandez, Joyce		Blackfoot School District #5	P	Teacher
D	Hugie, Vaughan		Blackfoot Junior High School	B	Administrator
C	Hurren, Harmon		Blackfoot Junior High School	B	Teacher
C	Hutchinson, Charlane		M.D.T.A. Job Orientation Project	P	Teacher
A	Jones, Ingrid		Fort Hall Agency - BIA	P	Education Spec.
B	Jones, Gordon		ISU - Adult Basic Education	P	Education Sup.
B	Kastelic, Denny Mrs.		Highlands High School	P	Teacher
E	Kisling, Joan		Highlands High School	P	Teacher
C	Lambert, Andrea		Hillcrest Elementary School	AF	Teacher
C	LaVatta, Cecelia		Adult Basic Education	P	Teacher Aide
F	Lee, David		Idaho State University	P	Grad. Student
E	Lipovac, Peter		Blackfoot School District #5	B	Indian Liaison
A	Lowry, John		Idaho State University	P	Grad. Student
F	Maag, Betty		Hawthorne Junior High School	P	Teacher
B	McGrath, Don		M.D.T.A. Job Orientation Project	P	Counselor-Teache
A	McKinney, Ardis		Tyhee Elementary School	P	Teacher
B	Merrick, Jim		M.D.T.A. Job Orientation Project	P	Teacher
C	Millikin, David		Idaho State University	P	Grad. Student
E	Moore, Marlyn		Hillcrest Elementary School	AF	Teacher
E	Morgan, Gordon		M.D.T.A. Job Orientation Project	P	Teacher
F	Morgan, Julie		Southgate School	B	Teacher
B	Murillo, Nancy		M.D.T.A. Job Orientation Project	P	Teacher Aide
B	Ogee, Clare		Fort Hall School	P	Teacher
B	Ouchi , Al		BIA - Portland Area		Community Svs
D	Palleria, Barbara		M.D.T.A. Job Orientation Project	P	Teacher

Group	Name	E or S	Affiliation	Area*	Role
F	Pilkington, Farrell		West Center School	B	Principal
A	Ramsdehl, Ted L.		Blackfoot Junior High School	B	Ass't Principal
D	Rasmussen, Becky		Fort Hall School	B	Teacher
D	Reddington, Corine		Adult Basic Education	P	Teacher Aide
B	Reese, Ronald		Southgate School	B	Principal
B	Rickard, Karen		Tyhee Elementary School	P	Teacher
C	Sheppard, George		Idaho State University	P	Ass't Professor
C	Sloat, Charles		Hawthorne Junior High School	P	Counselor
F	Spraker, Goldie		Tyhee Elementary School	P	Teacher
F	Swisher, Nickie Mrs.		Adult Basic Education	P	Teacher
E	Swisher, Perry		Talent Search	P	Director
A	Teton, Gilbert		Adult Basic Education	P	Teacher Aide
[illegible]	Tomlinson, Vern		Tyhee Elementary School	P	Principal
F	Towersap, Zelphia		Adult Basic Education	P	Teacher Aide
F	Van Houten, Gene		Tyhee Elementary School	P	Counselor
E	Wood, Harry		Hawthorne Junior High School	P	Principal
B	Young, Jeanie		Idaho State University	P	Grad. Student

STAFF ROSTER

Juanita Cata - Consulting Critic - Miss Cata has been working on the Navajo Curriculum Project in social studies for three years and has been a consultant on the educational problems of Pueblo Indian students for a New Mexico county school district. Her graduate work has been in cross-cultural curriculum and instruction. She is particularly interested in conversing with participants about primary curriculum development or enrichment, especially in the area of language problems.

Jason Chee - Core Staff Artist - Mr. Chee has been an illustrator for some years and has recently joined the staff to work on visual curriculum. Examples of his work at the primary level are part of the elementary section of the workshop. Jason is willing to discuss use of art in the classroom at all levels.

Paula Clifford - Core Staff Liaison Network - Mrs. Clifford also recently joined the staff as vital support to the Liaison Network. Mrs. Clifford had a brief stint as a primary teacher in a BIA school and spent some time at the Washington BIA Job Corps Office. She would be willing to discuss the problems of Indian parental attitude and involvement.

Thomas Cracas - Core Staff Developmental Specialist - Mr. Cracas has been with the Project since last June. He spent a number of years as a public school psychologist. He was responsible for the development of the People, Places and Things primary unit. He has a special interest in student growth patterns as related to the sequencing of curriculum content to learning. He has also recently been working on the relationship of concepts to developmental processes which could lead to materials relevant to the student's culture and self-image. Tom is available for discussion with participants who are concerned with these areas.

Linda Elbow - Consulting Staff - Over the past two years, Mrs. Elbow has had extensive experience visiting Bureau schools and developing evaluative instruments for assessing student needs, teacher success, and curriculum effectiveness. With Mr. Ruopp, she has helped to develop the Curriculum Development Process Manual which is part of the Practicum resource material. She is interested in discussing these instruments and how they can be effectively utilized.

Sam Hedrick - Core Staff Secondary Manager - Since last June Mr. Hedrick has been working on the development of secondary school curriculum for the Project. He was responsible for the creation of the unit in Fact and Opinion. Sam, who has been a social science teacher and department head, is willing to discuss secondary curriculum development and teaching methods.

Dennis Holmes - Core Staff Assistant Director, Administration - Mr. Holmes, too, has been with the Project since June. Prior to his work with Project NECESSITIES, he was involved in helping develop a special education program for/and in teaching emotionally disturbed primary and secondary level students. Dennis is available for discussing an overview of the Project as well as special student problems.

Dan Honahni - Core Staff Liaison Director - Mr. Honahni has been establishing the liaison network between Project NECESSITIES and the Tribal Councils and Indian Education Committees around the country. His seat as Vice President of the National Indian Educational Advisory Committee to the Commissioner of Indian Affairs has enabled him to work on a national level with Indian educators and school boards. He is particularly interested in discussing the areas of Indian self-determination and parental involvement in the education of Indian children.

Candy Kovacic - Core Staff Curriculum Specialist, Economics - Miss Kovacic was responsible for the development of the high school unit in Economics: The Science of Survival, Allocation of Resources and an outline for a complete year (or segments of several years) of secondary level economic education. Candy is interested in discussing the potential use or enrichment of economics curriculum in the elementary or secondary grades.

Roger Philbrick - Consulting Critic - Mr. Philbrick has had extensive teaching experience in public and mission schools in Nebraska and South Dakota. He has also worked on developing teacher education programs at the administrative level. Roger will be happy to converse with participants about secondary social science education for Indians and education administration curriculum development.

Francie Pretty Paint - Core Staff - Miss Pretty Paint has worked since June as secretary for the Project. Her previous experience included secretarial work for the Crow Tribal Council. Francie will be interested in discussing Tribal and Indian specific curriculum with workshop participants.

Richard R. Ruopp - Project Manager and Director of Curriculum Development - Mr. Ruopp has been with the Project since its inception. He brought with him experience as a curriculum developer at the college level for ten years and graduate experience in a doctoral program in Curriculum and Supervision. He is particularly keen to discuss the refinement and enrichment of the curriculum process itself, but will also discuss any educational problem at both elementary and secondary levels.

Jennifer Taylor - Consulting Critic - Miss Taylor has worked for five years with elementary and primary groups and with developing new programs and approaches for traditional classrooms. Jennifer will be available for discussing with participants the curricular, teaching, and environmental techniques which encourage student development at the elementary level.

PROJECT NECESSITIES MATERIALS AVAILABLE FOR REVIEW

A. Major

Three major units were developed between June 1, and December 31, 1969, with teacher narratives and student materials. One was a primary level unit - People, Places, and Things; and two were secondary, Fact and Opinion and Economics: The Science of Survival. They were field tested with over 1000 students from first to twelfth grades.

People, Places and Things - Unit: Homes

Homes is an eight weeks unit which stressed development of students' ability to discriminate differences. A portfolio was created and constructed with fastening devices. Its contents included six booklets about people, animals, and their respective homes. These were used by the teacher in conjunction with narratives to move the student from known to the unknown, from simple to complex and from concrete to abstract. Concepts were serially arranged within the narratives to complement the psychological sequence by which learning occurs. Children manipulated the fastening devices and learned to discriminate differences. People, Places and Things also outlines a year of study at the primary level.

Communication Skills: Fact and Opinion

Communication Skills: Fact and Opinion is a six week unit designed to develop students' ability to discriminate facts from opinions. The unit grew from speculations concerning students' ability to analyze case studies and primary sources. It was our feeling that adequate analysis could take place only after students had familiarized themselves with techniques of testing and creating various social theses. Care was taken to choose classroom activities which students could identify with and which students could see as relevant to their everyday experiences. Student materials included tapes, card sort games, puzzle pieces, and role playing.

Economics: The Science of Survival - Unit: Allocation of Resources

Allocation of Resources is a six week unit in the practical economics of the student as a consumer. Consumption was demonstrated by simulation, using the Montgomery-Ward catalog. Students were given hypothetical personal and village situations that required purchasing decisions. Activities which analyzed advertising techniques were also included to give students an awareness of external pressures that stimulate consumption. Other materials used were games, memorandum and slides. The guidelines for each activity in the teacher narratives varied to emphasize different economic subconcepts. Economics: The Science of Survival also outlines a year of study in economics for the high school level.

B. Supplementary

Materials that are now supplementary were also developed between June 1 and December 31, 1969, and may be incorporated into Project NECESSITIES curriculum at some later time. At the moment these materials have been set aside. They represent, for the most part, early efforts of the Project to articulate the conceptual work of the Steering Committee with actual implementation into classroom activities.

Questions on the Land

This was a working paper developed during a three-day period in June by members of the NECESSITIES staff, the permanent consultants to the Project--Dr. Engle and Mr. Womack--and the Project Officer, Max Harriger. Land (areal association) was a concept chosen as being of pervasive importance and interest to Indian tribal groups and Eskimos. A series of questions was then developed which could be used as a major thread throughout the curriculum.

Exploration

During June a trial first unit was developed that focused on Columbus' discovery of America as content, with land and exploration as the principal concepts. The staff attempted to reverse the usual view of Columbus as the first explorer to land on American shores and considered the history of the "explored" instead. Further research prompted setting this unit aside in favor of one centered on the conflict between Cortez and Moctezuma.

Birth of a Culture

This unit was outlined to focus on the Spanish conquest of the Aztec civilization, illuminating the concepts of: land, wealth, power, technology, values, war, conflict, sovereignty, and leadership. Cortez represented a singularly more interesting representative of 16th Century Europe on the move than Columbus. Moctezuma was leader of a highly-developed American Indian civilization. Discussions with Project NECESSITIES's junior consultants indicated enthusiasm for exploring this "critical moment" in history. A single activity module, Tenochtitlan, was developed as a demonstration lesson for the Steering Committee meeting in July. It had limited success, partly because it was not clearly framed in unit formate and partly because it came at the end of a day in which the NECESSITIES staff had been unsuccessful in showing that it could implement Steering Committee concepts in an identifiable way.

Birth of a Culture still has potential for development as a senior high unit.

Lightning in My Pocket

This was a single activity module also developed as a demonstration lesson for the Steering Committee's July meeting in Brigham City. It was intended to be Alaskan native specific focused on the concepts of land, change, and mobility. In addition, it was to indicate one kind of motivational activity which could be effective in starting a unit. It suffered much the same fate as Tenochtitlan, and for similar reasons. Additionally, the teachers recruited from Intermountain School to teach the demonstration units were unsuccessful in lighting a fire from flint and steel as the lesson required and became too involved in trying to solve the problem this created for them.

Land Use and Distribution

Still concentrating on the concept of land, the staff began development of a unit that would have current tribal specific impact. The title of a sub-unit, For Such Other Indians, was chosen from the federal government's 1868 treaty with the Hopi which is the basis for contemporary Hopi-Navajo land dispute. Junior consultant of both tribes worked to develop the sub-unit for use the Tuba City Boarding School (Navajo) and Oraibi Day School (Hopi). When the Hopi Tribal Council delayed acceptance of the Project for field-testing purposes, the tribal specific portions of the sub-unit were set aside, and it was generalized to deal with land and village life.

Aspects of Village Life

This sub-unit of Land Use and Distribution was and is seen as the first of a four-part unit. The remaining three move to the border-town, to the city, and finally to the creation of a community. Students will be given the description of a geographical location, its natural resources and weather conditions. They will be asked to create a village, town, or city using the concepts, skills, and knowledge they have gained from the previous study as a basis for "community planning."

Concurrent with the initial development of Aspects of Village Life, the unit Fact and Opinion (Volume III) was begun as a result of strong recommendation by the project's junior consultants. They believed that Indian students have a real need to increase their skill in handling primary source material, particularly in distinguishing between statements of fact and statements of opinion.

Aspects of Village Life and the remaining three sub-units mentioned above appear to have a high potential for use at the junior high level.

Outline of Alcoholism Unit

This outline was developed in response to several requests from Alaska and South Dakota indicating the need for high school study of both the causes and downstream effects of excessive use of alcohol. It awaits review and Steering Committee decision before further development.

A NOTE ABOUT PROJECT NECESSITIES*

Early in 1968 the Division of Curriculum of the Bureau of Indian Affairs set out to reform social studies education in Bureau schools. Project NECESSITIES was established. The Project has worked from the premise that both the development of curriculum and the training of teachers as curriculum developers are prerequisites for relevant reform. Only in this way will the goal of significant enhancement of educational opportunity for the Indian and Eskimo child be achieved.

A Steering Committee, whose current membership is more than half Indian and Eskimo, was formed to develop goals and guidelines for the project based on research and consultation with Indian and Eskimo educational resource personnel.

On June 1, 1969, Phase I of Project NECESSITIES, originally contracted to the University of Utah, was assigned to Abt Associates of Cambridge, Massachusetts and based in Brigham City, Utah. During this Phase of Project NECESSITIES, a draft conceptual scope and sequence of social studies curriculum K-12 for Indian students was developed. Also a plan was designed to correlate the social studies curriculum (and curriculum development program) with a planned in-service teacher education program for social studies teachers of Indian students.

The second phase of Project NECESSITIES has begun the attempt to draft up-to-date effective social science curriculum for Indian and

Eskimo students at all grade levels. The Project is in the process of creating a wide liaison network with BIA, Johnson-O'Malley, and mission as well as Indian and Eskimo community resource people. From this source data inputs are maximized and the potential for acceptance of new curriculum materials is enhanced. Three units have been developed: one at the primary level--People, Places and Things, and two at the secondary level--Fact and Opinion and Economics: The Science of Survival. These units total 19 weeks of classroom activities and were field-tested with Navajo, Yakima, Warm Springs, Alaskan natives, and Sioux children in 11 schools, with 21 teachers and over 1,000 students.

The conclusions drawn at the end of Phase II work have led to Phase III. This practicum is a major event in this third step emphasizing greater involvement of teachers who are familiar with the goals, materials and methods of the Project and who will serve as field-testers, curriculum development specialists, and trainers of other teachers. In this fashion the staff seeks to increase the relevance and appropriateness of social studies curriculum to meet needs of the Indian and Eskimo student.

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*National Education Committee for Effective Social Studies Instruction and Teaching of Indian and Eskimo Students.

WHY DO CHILDREN FAIL ?

DIRECTIONS: Read the story and answer the four questions below.

Once upon a time a little, soft, furry, red theattar blunged up into a green and leafy scee. He haickly lunged down to the gestin in a state of presateness.

"Oh, Mother Crima," he cried. "There is something very knint with your mier."

"Something very knint with my mier?" deplaired Mother Crima. "What do you mean?"

"Come, look!" whered the little theattar. "Blung up into the green and leafy scee where your mier is and look."

So the crima and the theattar went toward the green scee.

"You blung up welag I lef," said the crima. "I will meet you there."

When the little red theattar cheared the crima's mier, he pointed with one furry dill.

"See? Your mier has a great big whele in it."

"Oh," laughed Mother Crima. "I don't mind having to eat trums all my life, but I torackly hate to clean house."

---

1. Why was the little red theattar in a state of presateness?
2. What was knint with the crima's mier?
3. Do you think Mother Crima thought of a good way to solve her problem?
4. Tell about a time when you solved a problem you had that was like this.

INDIVIDUAL DIFFERENCES
"Fable of the Animal School"

Once upon a time, the animals decided they must do something heroic to meet the probems of "a new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying; and, to make it easier to administer, all the animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed charlie horses from over-exertion and then got C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, clumb, fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

Copied from Michigan Ele. Principal; Fritz Pinis, Editor.

GROUP A Tom Cracas Francie Pretty Paint

1.	Verna Brown	S
2.	Warren Henderson	S
3.	Jack Edmo	(Adult Basic Education - MDTA)
4.	Jessie Edgar	E
5.	Melba Armstrong	E
6.	Ardis McKinney	E
7.	Virginia Finkelnburg	Aide (All Three Areas)
8.	Gilbert Teton	Aide
9.	John Lowry	Grad-Student
10.	Ingrid Jones	Adult Ed. Specialist
11.	Ted Ramsdehl	S (Assistant Principal)

GROUP B Linda Elbow Roger Philbrick

1.	Vickie Fowler	S
2.	Mrs. Denny Kastelic	S
3.	Jim Merrick (MDTA)	S
4.	Clare Ogee	E
5.	Anna Adameak	E
6.	Karen Rickard	E
7.	Nancy Murrillo	Aide (All Three Areas)
8.	Don McGrath	Counselor - Teacher (MDTA)
9.	Jeanie Young	Grad-Student
10.	Gordon Jones	Vo-Tech Supervisor
11.	Ronald Reese	E (Principal)
12.	Al Ouchi	Curriculum Specialist, Economics

GROUP C Dan Honahni Jennifer Taylor

1.	Harmon Hurren	S
2.	Charles Sloat	S (Counselor)
3.	Charlane Hutchinson	(Office Skills -- MDTA)
4.	William Clark	E
5.	Andrea Lambert	E
6.	Arlis Crawford	E
7.	Cecelia Lavatta	Aide
8.	Lloyd Broadhead	E (Principal)
9.	David Millikin	Grad-Student
10.	George Sheppard	Assistant Professor
11.	Carl Forin	Administrator

ROUP D Dennis Holmes Richard Ruopp

Paula Clifford

1.	Lloyd Fransden	S
2.	Lionel Boyer	S (Counselor Aide)
3.	Barbara Palleria	E (MDTA)
4.	Becky Rasmussen	E
5.	Ranae Hardy	E (Indian Coordinator)
6.	Vern Tomlinson	E (Principal)
7.	Corine Reddington	Aide
8.	Hilda Heckler	Teacher ?
9.	Mike Banning	Grad-Student
10.	Vaughn Hugie	Administrator

GROUP E Sam Hedrick Juanita Cata

1.	Mrs. Jones Kisling	S
2.	Harry Wood	S (Principal)
3.	Gordon Morgan	S (MDTA)
4.	Orlena Hall	E
5.	Marilyn Moore	E
6.	Joyce Hernandez	(Chairman - Indian Education Committee)
7.	Rose Marie Bird	Aide
8.	Perry Swisher	Director -- Talent Search
9.	Barry Halloway	Sec. & Adult
10.	Peter Lipovac	Indian Liaison
11.	Lois Brower	Teacher

GROUP F Candy Kovacic Jason Chee

1.	Erma Hardy	S
2.	Betty Maag	S
3.	Ralph Fry	Director -- MDTA
4.	Julie Morgan	E
5.	Goldie Spraker	E
6.	Gene Van Houten	E & S (Counselor)
7.	Zelphia Towersap	Aide
8.	Nicki Swisher	Teacher ?
9.	David Lee	Grad-Student
10.	Farrell Plington	E (Principal)
11.	Genevieve Edmo	Indian Liaison

STAFF SECTION ASSIGNMENTS

Elementary --	Cracas	Team A	Team B
	Elbow	Cracas	Elbow
	Chee	Taylor	Chee
	Clifford	Clifford	Cata
	Cata		
	Taylor		

Secondary --	Hedrick	Team A	Team B
	Honahni	Hedrick	Honahni
	Kovacic	Pretty Paint	Philbrick
	Holmes	Holmes	Kovacic
	Pretty Paint		
	Philbrick		

Alternate -- Ruopp

TASK SESSION #1

AN EXERCISE IN DEVELOPING AN INSTRUCTIONAL PLAN FOR ONE CLASSROOM ACTIVITY (EITHER ELEMENTARY OR SECONDARY)

As a beginning exercise for this workshop we would like you to imagine you are a teacher, even though many of you are not teachers. We believe that in order TO MAKE EDUCATION MORE RELEVANT to students, you must be able to determine student needs and how to meet them.

The descriptions of the students in the elementary and secondary classrooms contained in this exercise have been taken from two participating teachers' assessment of their classroom.

You have one hour to complete the task.

A. TASK DESCRIPTION FOR PARTICIPANTS IN THE ELEMENTARY SECTION

You are an elementary teacher in a local school in Idaho. During recess you, along with the school principal, observe the children on the playground. You begin discussing difficulties the children are having when confronted with conflict situations. It seems that most of the children solve their problems by arguing or fighting rather than by cooperating. Both you and the principal agree that something should be done about the situation.

After school you meet the principal for further discussion of the problem. You note that the existing social studies curriculum fails to treat the concepts of conflict and cooperation. You also observe that the home-life of your pupils is apparently lacking in experiences which require the use of cooperation as a means of solving problems.

Your class consists of eighteen students in a combined first and second grade. Ten pupils are first graders, eight are second graders -- of these three are retentions. Most of the students are Indians who spoke very little English before coming to school. Any lesson requiring the fluent use of spoken or written language is out of the question. In addition, only two of the students have traveled more than twenty miles away from their homes.

It is decided that you should prepare and teach a social studies unit that illustrates the *concepts* of conflict and cooperation. The major *skill* you will stress will be communication among individual students and communication between students and the teacher in the classroom. For the *content* of your unit you will use existing school situations such as: The need to follow schedules, the need to share school supplies and equipment, and the need to develop individual responsibility. Among the *methods*, *materials* and *media* you plan to use are stories for the pupils to finish, films, and picture books.

At last you are ready to plan your first lesson for the unit. You wonder, "How can I get the kids interested in this unit? What kinds of activity should I use? What materials will I need? How will I know if I'm accomplishing anything?"

An hour has been scheduled for you to spend on this "plan." Do whatever you can, whatever you want. It need not be very formal or fancy. We would like you to have an opportunity to put your ideas into some kind of form. Therefore we have suggested a lesson plan. The way in which your ideas, or "lesson plan" is written is not important, but you should be able to read it, and use it yourself.

The guidelines we have given you are the concepts around which the unit is to be based -- conflict and cooperation, the skills to be developed -- communication, and the situation -- a combined first and second grade class, in the present. Feel free to include any ideas or resources that you think might help.

B. DESCRIPTION FOR PARTICIPANTS IN THE SECONDARY SECTION

It is January. A ninth grade class in Greenleaf High School has just lost its social studies teacher. A prospective teacher has met with the principal and they discussed difficulties the students seem to have when confronted with conflict situations. Most of the students solve their problems by arguing or fighting rather than by cooperating.

The children in this class of thirty are from a small Idaho town. One third of them are Shoshone-Bannock; the rest are Anglo.

Their test scores show them to be two years behind their grade level in reading. There have been disciplinary problems within the class, and the principal feels that there is a lack of positive communication between the students themselves and between the students and faculty.

They are not known as "serious" students. Any studying that they do takes place at school, within the classroom, as most of the students are given little encouragement to succeed at home. Parents have often complained that home assignments interfere with work around the home.

The former teacher left no records of work done so far this year. The prescribed curriculum fails to treat the concepts of conflict and cooperation. You also note that the home-life of your pupils is apparently lacking in experiences which require the use of cooperation as a means of solving problems. The above describes a situation -- one ninth grade social studies class without a teacher, without adequate curriculum. They need both, immediately.

As a beginning exercise for this workshop, we would now like you to imagine that you are the new teacher hired for the ninth grade class. We understand well that not everyone involved in this workshop is a teacher; yet, we believe that in order for you to help make education more relevant to students, you could learn a great deal by trying to put yourself into a situation which would enable you to meet a few of their educational needs. This is an exercise to get you thinking, and doing.

What we would like you, as the new teacher, to do, is draw up a "lesson plan" of your own design. The lesson is to illustrate the concepts of conflict and cooperation. The lesson plan you draw up will be the introductory lesson on this unit. The major skill to stress would be communication among individual students and between the teacher and student. For content, you could use existing school situations such as the need to follow schedules, the need to share equipment and supplies, and the need to develop individual responsibility.

You may draw up your lesson plan in any way you wish. You may assume that any materials, media, etc., are available to you. The principal has allowed you sufficient money for the class, to be spent on whatever materials you feel are necessary. He has told you that you may run the class and plan your curriculum in any way you wish.

An hour has been scheduled for you to spend on this "plan." Do whatever you can, whatever you want. It need not be very formal or fancy. We would like you to have an opportunity to put your ideas into some kind of form. Therefore we have suggested a lesson plan. The way in which your ideas, or "lesson plan" is written is not important, but you should be able to read it and use it yourself.

The guidelines we have given you are the concepts around which the unit is to be based -- conflict and cooperation, the skills to be developed -- communication, and the situation -- a ninth grade classroom in the present. Feel free to include any ideas or resources that you think might help.

DEVELOPMENT OF NEW CURRICULUM

You are to write an activity for students who are beginning kindergarten or first grade. This will be their first experience with school.

Because language has persistently been underdeveloped with children from the community of the scenario, you have decided to create curriculum which focuses on communication skills.

The environmental concepts you have decided upon are concerned with the present as time, shapes as actors, and the classroom as the place.

The major concepts of interaction, change, conflict, and power will be used.

PART I

Grade K	Unit #3	Unit Title: Communication
Time	Present	
Actors	Shapes	
Stage	Classroom	

INTERACTION: Shapes and arrangements -- create graphic symbols to represent verbal nouns using the four basic shapes of a triangle, circle, square and rectangle. Later create graphic symbols to represent student names, and finally associate configurations and printed names.

CHANGE: Shapes -- Graphic symbols are substituted for reading forms. The first graphic symbols used are those which represent the configurations of the words they symbolize.

Students use graphic symbols as substitutes for their names, and thus learn to assign meaning to symbols.

CONFLICT: Configuration, size, shape -- Each graphic symbol must have a distinctive configuration so that it can be distinguished from all other symbols. Each symbol should have a common meaning for both the sender and receiver.

POWER: Discrimination -- The use of graphic symbols forces the student to make fine discriminations in order to discern meanings.

Using the four basic shapes of a triangle, rectangle, circle and square, the pupils are introduced to the idea that shapes (or the combination of shapes) can be used to represent verbal words. The initial shapes used resemble the actual contours of the items they are designed to represent. Thus the symbols (shapes) can be understood by anyone who is familiar with the item being symbolized. However, some things such as names have no shape. Therefore, if one wishes to "graphically communicate" these things, he must create a symbol. Each pupil is then asked to create a symbol which will represent his own name. By learning one another's symbols the pupils learn a more advanced type of graphic communication. However, when an outsider attempts to interpret (read) the name symbols he is unable to do so. On the other hand if the outsider is given a printed list of the pupil's names (which the pupils are unable to read), he is able to read each one without any difficulty. The pupils are thus introduced to an even more advanced form of graphic symbolization -- the alphabet - reading - writing and all other forms of language arts.

I. What are the goals?

  1.1. To deal with the abstractions of symbolization.

  1.2. To present words as objects which can be symbolized.

1.3 1.3. To comprehend meaning from graphic symbols.

  1.4. To focus student attention on fine visual discriminations.

  1.5. To focus student attention on the need for accuracy in production and interpretation.

  1.6. To extend the act of communication to the point where it can be carried out even when the receiver is not present at the time the message is transmitted.

II. How do you strategically deploy concepts into content?

II.1. (Scope) compose two lists - one indicating what experiences, knowledge and skills the child takes with him to school and the other indicating what he should be able to do at the end of the school year.

II.2. (Sequence) - arrange the second list (that which the student should be able to do) in a sequential order which begins with the most simple task and flows systematically to the most complex.

II.3. Place those items of the first list (child's present knowledge) adjacent to the item which they complement from the second list. This arrangement gives reference points in the child's experiences which, when drawn on, provide a vehicle for expanded learning which begins with the known and leads to the unknown. It also provides the author with a method of attacking the writing of content.

III. How do you choose and evaluate the written style used to write content?

III.1. Is it written consistently in either story, historical, or factual form?

III.2. Is it uncomplicated?

III.3. Is it interesting?

III.4. Is it direct?

III.5. Does it allow teaching flexibility?

III.6. Can it be used verbatim by teachers?

III.7. Does it read with ease?

III.8. Is it free from professional jargon?

III.9. Is content written consistently in present or past tense?

IV. How do you choose media used to support and enrich content?

IV.1. Is it appropriate for that age group?

IV.2. Does it have appeal to the age group?

IV.3. Does it allow students to manipulate (handle or operate) the media?

IV.4. Does the student's manipulation of the media develop skill and confidence?

IV.5. How many of the senses (sight, taste, hearing, etc.) does the media involve?

V. How will you evaluate the results?

V.1. Behavioral objectives?

V.2. Conceptual retention?

V.3. Process development?

V.4. Pretest - Post-test?

V.5. Post-test only?

V.6. Intuitive?

Using the above information, create an activity which deals with graphic communication (the use of symbols). Below is a Summary Chart which might serve as a guide in helping you perform your task. A booklet is prepared to provide visual materials.

ENVIRONMENTAL CONCEPTS

1. Time: Present
2. Stage: Classroom
3. Actor: Shapes

UNIT TITLE Communication

LEVEL K

SUB-UNIT TITLE Shapes

SUB-UNIT NUMBER Three (3)

MASTER CONCEPT	KEY CONCEPTS	SUB CONCEPTS	SKILL MIX	CRITICAL QUESTIONS
Interaction	Communication	Communication System Graphic: a. Shapes b. Symbols c. Letters	A. Imagination B. Creation C. Translation D. Response	1. What are the goals?
Change	Substitution	A. Improvise B. Initiate C. Evaluate	A. Observe B. Recall C. Identify D. Discriminate	2. How do you strategically deploy concept into content?
Conflict	Interpretation	A. Right B. Wrong	Logic	3. How do you attack the writing of content materials?
Power	Symbolization	A. Association of words with symbols B. Transfer	A. Abstracting B. Deciphering	4. What media will be used to support and enrich content?
				5. How will you evaluate the results?

INSTRUCTIONS TO PARTICIPANTS FOR THURSDAY AFTERNOON CRITIQUE SESSION

Total Time: 2 Hours

PART I. Form teams and small discussion groups Time: 5 min.

The participants in each of the work groups (elementary and secondary) should divide into two equal teams--Team A and Team B.

Each of these teams should further subdivide into small discussion groups of four or five members each. There should be no less than two and no more than five discussion groups per team.

PART II. Small Discussion groups select best plan within group Time: 30 min.

Members of the small discussion groups should take turns presenting the product of their morning's work--their curriculum plan--to other members of their group, taking about five minutes each.

After each member has presented his plan, the group should select the plan it feels will work best in an actual classroom. Once the members have selected this plan, the plan is in 'public domain,' and the group as a whole should use whatever time they have left to modify and strengthen the plan for presentation to the other discussion groups within their team. Total time allowed for the part of the critique process is 30 minutes.

PART III. Discussion groups present their plans to other groups for evaluation and select final team plan. Time: 50 min.

A spokesman from each discussion group should give an oral presentation of his group's plan--the plan the members of his team agreed would work best in the classroom--to members of the next group who are the official evaluators of the plan (the first group will present to the second, the second to the third, etc.).

While the entire team (i.e., all the groups) will hear each presentation, only the evaluating group is responsible for evaluating the plan. The members of the evaluating group may ask the presenting group questions about their plan, discuss it among themselves, and finally assign a grade to the plan they heard. The evaluating team should record this grade on a piece of paper, it will be announced later.

The evaluating group then becomes the next presenting group and presents its plan to the next discussion group, and so on around the room until each group's plan has been evaluated. Each presentation/evaluation should take no more than 10 minutes. A total of 50 minutes is allowed for this phase of the process.

When all of the plans have been presented, each group will announce the grade they assigned to the plan they evaluated. The entire group may want to discuss briefly the plans before voting on the plan that shall become the final team plan. There should be one final plan each for teams A and B.

PART IV. Teams improve their plans for presentation to staff Time: 35 min.

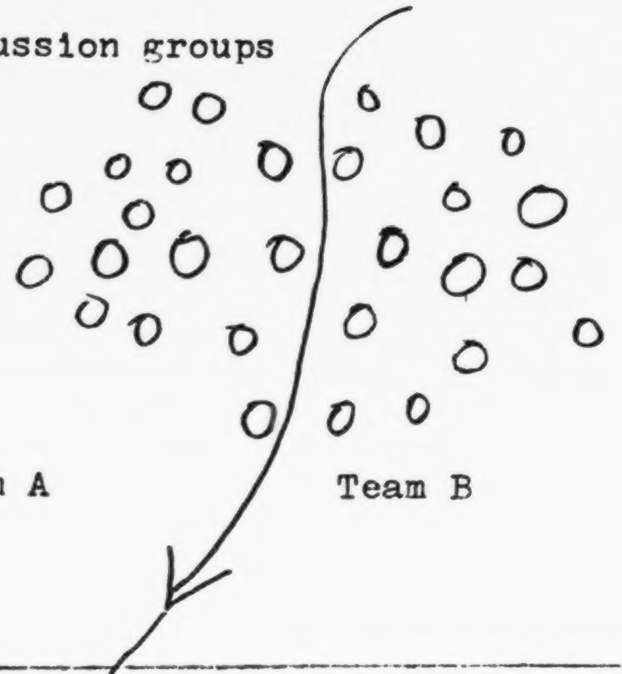
In the final phase of the process, each team works as a large group on improving their plan with an eye to strengthening its effectiveness in the classroom. They have 35 minutes to work. At the end of this period, teams A and B should submit their plans to Practicum staff for evaluation and selection of the best plan. In the event that a team has not completed its plan by the end of the session at 3:00, they may delegate a task force to work on the plan during the rest of the afternoon.

All plans should be submitted to staff no later than 5:00 p.m. to allow staff time to review plans and prepare copies of the best plans from the elementary and secondary groups for presentation to the practicum participants Friday morning.

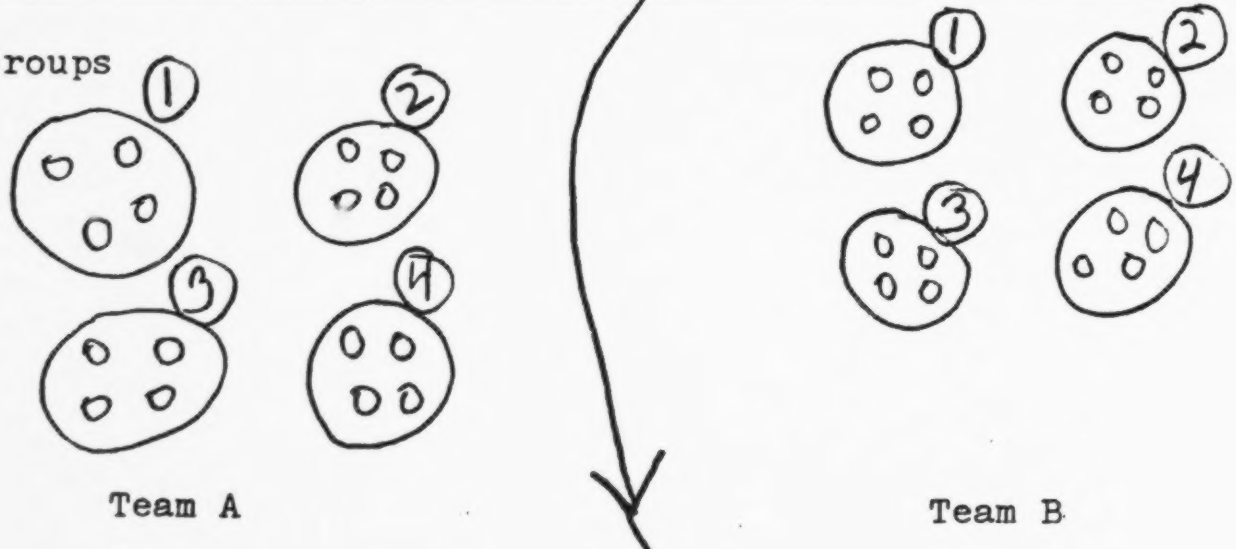
Instructions to Participants for Thursday Afternoon Critique Session

Part One- Form teams and small discussion groups

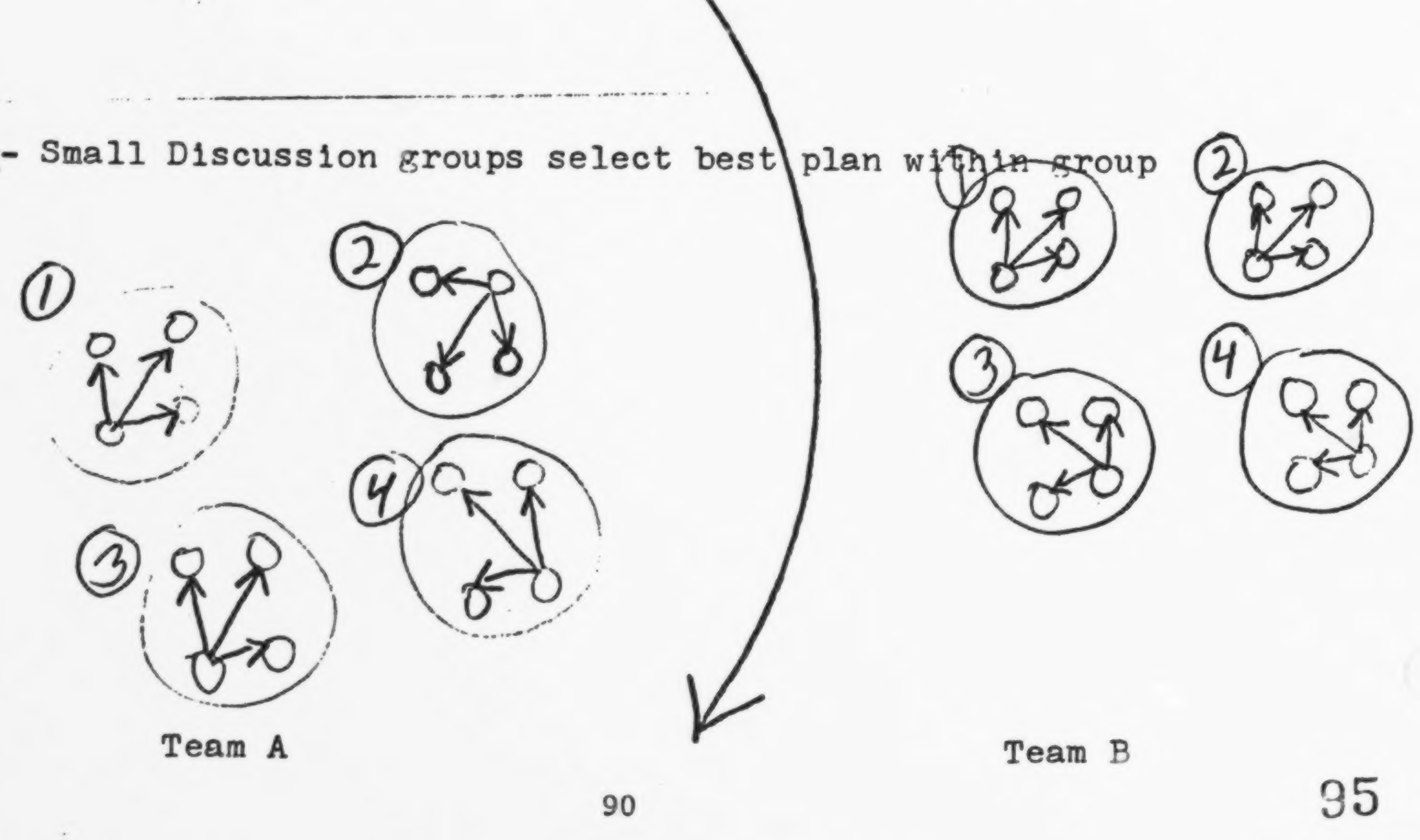
Work Group


Team A
Team B

Discussion Groups


1
2
3
4
Team A
1
2
3
4
Team B

Part Two- Small Discussion groups select best plan within group


1
2
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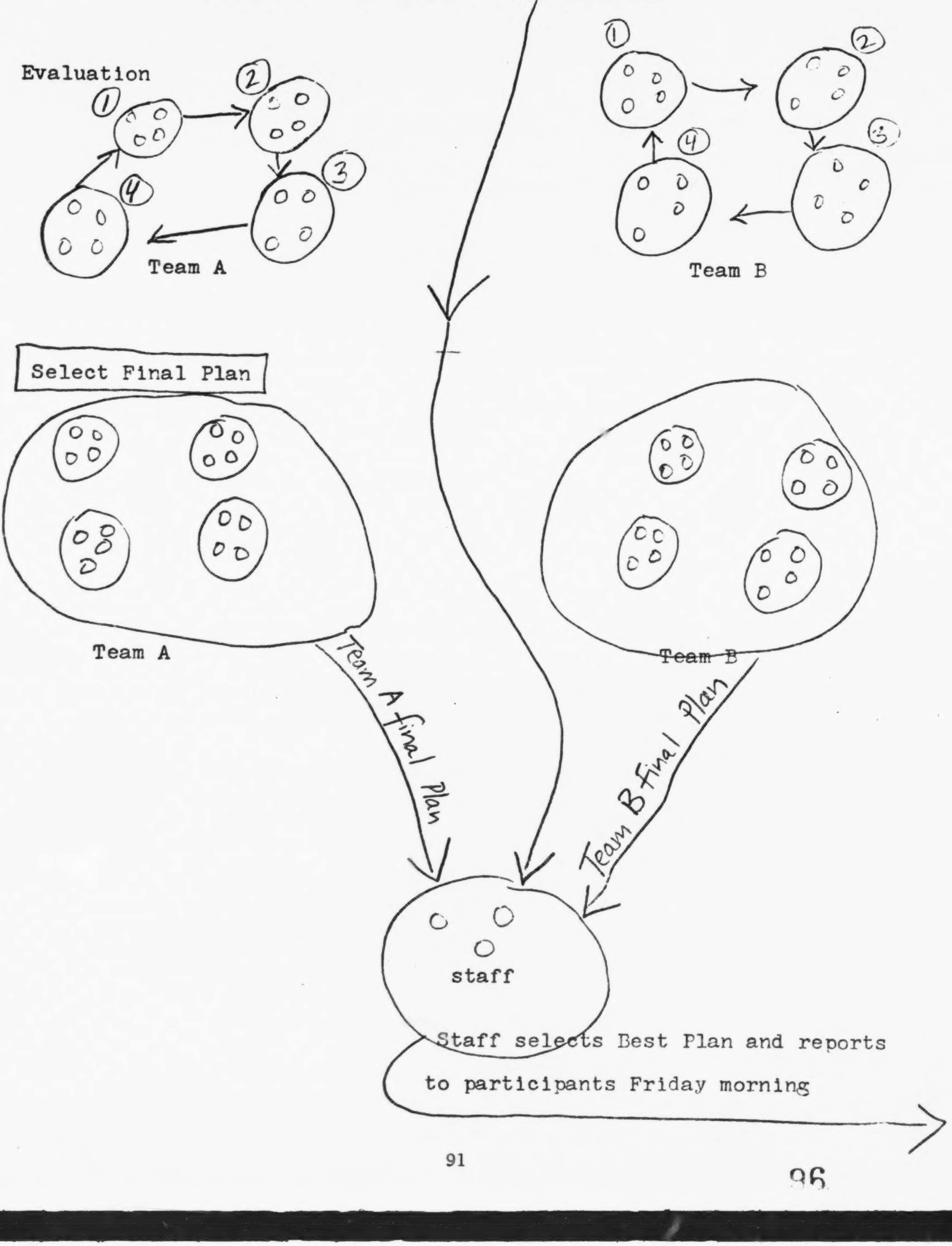
4
Team A
1
2
3
4
Team B

Part Three- Discussion groups present their plans to other groups for evaluation and select Final Team Plan


Evaluation
①
②
③
④
Team A
①
②
③
④
Team B
Select Final Plan
Team A
Team B
Team A final Plan
Team B Final Plan
staff

Staff selects Best Plan and reports to participants Friday morning

INDIAN PARTICIPANTS' SELECTION OF A CURRICULUM UNIT WHICH THEY BEST FELT WOULD MEET THE SHOSHONE-BANNOCK EDUCATIONAL NEEDS. (ELEMENTARY LEVEL)

Recommendations to change and/or additions to make the unit more teachable have been made and incorporated into the instructional plan.

I. Conflict and Cooperation - 1st and 3rd grades

A. Resources
1. Indian teacher aides and community people

B. Methods
1. Two stories which will illustrate both conflict and cooperation.
    a. Stories to be told in both English and Indian.

2. Children will use puppets to demonstrate conflict and/or cooperation on the playground.
    a. Scene or settings should be a duplicate of their own school playground.

3. Have children play a role in a small activity - preferably a classroom conflict or cooperation situation. The child should play a role in both situations.
    a. The activity or role should be one which is commonly encountered in the classroom -(Teacher observations).

4. The final activity should have the children involved in independent problem solving.
    a. Teacher should develop list of options from which the students could select their choice. The subject of the problems should focus on the family, problems with peers, school, work vs.play etc.

    b. In all activities, sentences should be written on the board about the activities; (story, points, instructions, etc.).

C. Content of Stories

The first and second stories have the same people involved; a family of a mother, father, two daughters, two sons, grandmother, niece and nephew. This family is all busy doing daily tasks plus the added activity of making costumes, floats, etc.,in preparation for an Indian festival. The mother and father are both very involved in preparing the costumes so the children are needed to help by washing the car, setting tables, tending children, etc. The home setting is a three bedroom home with indoor plumbing. In the first story the children co-operate and therefore a happy attitude results; they can attend the festival, and they can enjoy the dance.

The second family is where discord reigns and they are unable to attend the dance because of the lack of cooperation. The father is very much involved in his job and cannot assist the wife in preparing for the festival. Due to the work load, the mother is pressed for time and thus becomes very frustrated. Lack of cooperation thus emerges because the children are ordered with a hostile attitude by the mother. The home setting in this story is a small one bedroom home which does not have utilities or an indoor bathroom.

After both stories, the teachers and the pupils discuss the plays. Then they discuss which family they would like to belong to and why.

Evaluation: Actual observation of student behavior in classroom activities and playground activities.

INDIAN PARTICIPANTS' SELECTION OF A CURRICULUM UNIT WHICH THEY BEST FELT WOULD MEET THE SHOSHONE-BANNOCK EDUCATIONAL NEEDS. (SECONDARY LEVEL)

The Indian participants felt that the two units could be combined since the objectives were the same and the concepts chosen for each unit were complimentary - one to the other.

Behavioral Objective: Students will be communicating freely - cooperation.

Instructional Objective: Develop skill - problem solving.

I. Student Resources

Strengths:

a. have certain common school experiences.
b. knowledge of peer groups.
c. an idea of their future goals in local schools.
d. student culture, trends or fads.
e. they would know what interested them most.

Weaknesses:

a. low in communication skills.
b. lack of knowledge of outside world - economic; social, political systems.
c. lack of knowledge of their own world - economic; social, political systems.
d. many students from low economic environment.

Plan:

Divide class into three groups:

1 group all Indians
1 group all Anglos
1 group mixed

1. discuss to determine what conflict and cooperation means to them.
2. determine other student needs.

They may want to have a panel discussion on "Cultural Exchange" after the small group sessions.

Each group works up a lesson plan for next class period for teaching cooperation in the classroom and lists areas of conflict.

Analysis (use blackboards) of the group discussions or panel.

RECOMMENDATION FOR TEACHERS

1. Reprimanding or praising Indian students in front of class often does the child harm or embarrassment. If action of this type is called for, the praising or reprimanding should be done in private.

2. The teacher's attitude towards any student is very important to their behavior. It should be recognized by the teacher that their interpretation of a word or concept may be interpreted differently by our Indian student. This is due to different experiences and environment in which they live. (Encourage students.)

3. Utilize Teacher Aide for counseling or actual teaching. Develop a respectable image of an Indian who will greatly influence a child. (Teacher Aid should be given a chance to expand their responsibilities. They can do it.)

4. Teacher consultation with Teacher Aides on curriculum content, application, etc.

5. Teacher, Teacher Aide and counselor should have periodic meetings to discuss student problems. Subject should involve classroom problems. Discussion of overall school problems in a large meeting is not effective.

6. Visitations to family homes should be on basis of wanting to get acquainted and not to discuss problems. Save with invitations to parents on school visitations. Utilize an Indian Teacher Aide to discuss problems with parents when need arises.

7. Attend local Indian activities.

8. Plan a meeting with principals when you get back. Explore what can be done to implement these recommendations in your school.

9. Utilize the materials acquired from this practicum - do not put on shelf.

RECOMMENDATIONS FOR TRIBES

1. Should have teacher orientation each year.
2. Develop tribal educational goals.
3. Develop a method of screening Indian programs (for relevancy, utility, etc.), proposed by schools.
4. Assist schools with common problems - cooperate.

PRACTICUM OPTION CHECKLIST

Name ______________________________

Group: A, B, C, D, E, F. (Circle)

Check only those things you plan to do. Check even if tentative.

A. Social Hour - (5:00 p.m. -- 6:00 p.m. at Holiday Inn)

☐ Today

☐ Tomorrow

B. Proseminar - (7:30 p.m. -- 9:00 p.m. at ISU)

☐ Tonight

☐ Friday night

I suggest the following Proseminar topic for Friday night (indicate order of preference):

☐ Parental/Community involvement in curriculum

☐ Curriculum to improve student's self-image

☐ Controversial curriculum (sex, drugs, politics, Red Power, etc.)

☐ Indian history based curriculum

I suggest: ______________________________

____

____

C. Friday Task Session -- Elementary Section

1. Enrich

☐ Work on enriching curriculum that I will be using in near future

☐ Review and adapt Project NECESSITIES unit: People, Places and Things, for use

2. Develop

☐ My own piece of curriculum for use in the near future

☐ Work on new Project NECESSITIES unit: Basic Communications (verbal, non-verbal and symbolic)

☐ Work on Project NECESSITIES sub-unit: Homes and Schools

3. ☐ I would prefer working by myself

☐ I would prefer working in a small group with anyone, or suggest the following members for a small group:

________________ ________________

________________ ________________

________________ ________________

C. Friday Task Session -- Secondary Section

1. Enrich

☐ Work on enriching curriculum that I will be using in the near future

☐ Review and adapt Project NECESSITIES unit: Fact and Opinion for use

2. Develop

☐ Work on a new Project NECESSITIES unit: A Program for High Potential Indian Students

☐ My own piece of curriculum for use in the near future

3. I would prefer working by myself

☐ I would prefer working in a small group with anyone, or suggest the following members for a small group:

____________________ ____________________

____________________ ____________________

____________________ ____________________

D. Suggest as another option:

____

____

FORT HALL PRACTICUM

EXIT INTERVIEW

Expectations - Not Satisfied Satisfied Surpass

What do you plan to do with what you have learned:

1. Don't know
2. Will try to do something
3. Have a plan

Suggest Changes:

Rate this workshop: High Neutral Low

Comments:

MARCH 20 - 23, 1970
CURRICULUM DEVELOPMENT
BRIGHAM CITY PRACTICUM

PROJECT NECESSITIES
PHASE III

VOLUME III, APPENDIX B

BRIGHAM CITY PRACTICUM - MARCH

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* Samples of these materials are contained in the Ft. Hall Practicum section, and are not repeated here.

PROJECT NECESSITIES box 575 brigham city utah 84302

TO: Participants 5 March 70

FROM: Richard R. Ruopp, Director
Curriculum Development

SUBJECT: CURRICULUM PRACTICUM, MARCH 20-23, 1970

A. Details

1. We are expecting participants to arrive on Thursday, March 19. The first session will be at 9:00 Friday morning. The practicum will close at 1:00 p.m. on Monday.

2. All participants are making their own travel arrangements to Salt Lake City. You will be met there.

● Send us a note or telephone (collect) the arrival time of your plane on March 19.

3. BUREAU EMPLOYEES, you should request tax exempt tickets when you make your reservations. When you pay for your ticket you will be given a form to sign. Use tax exempt code #4934.

4. The enclosed travel advance is to cover round ground transportation from your home, tourist air fare from city indicated on check stub, plus a bit extra. You will fill out an expense report here and reimburse the Project any unexpended funds, or be refunded small overages.

5. Reminder: Accommodations and meals are provided by the Project. There will be no per diem. We have been unable to meet all the requests for participation, but we have been able to extend the number by using employee's quarters at Intermountain and serving most meals at the Project Offices.

6. Major goals of the practicum: A) To share with you the curriculum process we have developed, B) To have you use that process to begin to enrich curriculum you are currently using, or begin the development of new curriculum more relevant to your students' needs, C) To introduce you to the curriculum units developed by the Project NECESSITIES staff.

801-723-8591 ex 287 or 801-723-2838

WELCOME TO THE CURRICULUM PRACTICUM

PROJECT NECESSITIES box 575 brigham city utah 84302

NAME ________________________________

ACCOMMODATIONS ________________________

Whatever confusion you may have had in trying to get here, we hope you can now clear your head and be ready to plunge in tomorrow morning.

If you are not satisfied with your accommodations, we have reserved several rooms at the Bay View Motel and will give you $2.00/day toward that expense and you can make up the difference.

Included in this packet are the following:

1. NAME TAG (If this is spelled incorrectly, give to Miss Pretty Paint in the morning.)
2. REGISTRATION CARD Please fill out by tomorrow morning. In the upper right corner put an E if you want to work in the Elementary Section of the Practicum--an S for the Secondary Section.
3. PARTICIPANT RESOURCE INVENTORY We also need this by tomorrow morning, so that we can complete a PARTICIPANT ROSTER.
4. MAP - Breakfast will be in Building 68 - second floor.
5. FRIDAY'S PRACTICUM SCHEDULE
6. STAFF ROSTER This describes staff resource available to you.
7. PROJECT NECESSITIES MATERIALS SUMMARY So you can find what's available for review.
8. A NOTE ABOUT PROJECT NECESSITIES
9. WHY DO CHILDREN FAIL?????? and INDIVIDUAL DIFFERENCES light reading.

801-723-8591 ex287 or 801-723-2838

PARTICIPANT RESOURCE INVENTORY

To help participants function as resources both for each other and the staff, we would like to publish an inventory summarizing participant resources and concerns. To be of most use to everyone, the inventory should be published sometime during the first day of the practicum. We will be able to do this fairly easily if you will take a few minutes to describe your affiliations and educational interests on the form below. Please turn completed forms into Francie Pretty Paint Friday morning.

Name: ______________________________

School or agency you are affiliated with: ______________________________

Location: ______________________________

If teaching, grade and/or subject areas are you working in? ______________________________

Tribal groups in your classroom, school, or otherwise within the scope of your concern: ____________________

Brief summary of current educational interests, concerns, and projects in the works: ______________________________

____

____

____

____

____

PROJECT **NECESSITIES** box 575 brigham city utah 84302

CURRICULUM PRACTICUM

March 20, 21, 22, 23, 1970

PARTICIPANT ROSTER

801-723-8591 ex 287 or 801-723-2838

PARTICIPANT ROSTER

Peggy Ahlborn - Peggy is teaching first grade at the Todd Elementary School in Uintah County, Utah. Indian students from her class are Ute-Oray Tribe. She is interested in special education children taught in the regular classroom. Peggy is working on her masters in Library Science and will fill in hours with Indian Education and Special Education at Brigham Young University. She is also interested in audio-visual.

Arthur Amiotte - Mr. Amiotte teaches art grades 1st through 8th at the Porcupine Day School in Porcupine, South Dakota. Majority of the Indian students in his class are Oglala Teton Sioux. He is interested in developing an "Indianized" art education curriculum K-8:

(a) relevant to the life experiences of Indian children in a specific locality.
(b) which gives credence and attention to past and current practices in the visual arts of the American Indian.
(c) which allows for the reinterpretation of traditional design and meaning into contemporary visual forms via contemporary media.
(d) as a visual approach to studying the life style (culture) of past and present peoples particularly "primitive" peoples and contemporary culture.
(e) which individualizes and emphasizes affective functioning by the students in a flexible "free" learning environment.
(f) which is integrated into and correlated with other disciplines when suitable.

The above requires the creation of learning materials, mainly visuals such as filmstrips, slide series and super-8 movies; tapes and casset tape cartridges; motivational environments through the use of realia, reproductions and simulation.

Jim Baker

Mr. Baker is a junior high social studies teacher at Intermountain School. His class consist of Navajo students. He would like sociology to include the family and ethnic groups. He is interested on information related to Law and Order and drug education to include alcohol. This is the primary concern of his department for the current and coming school term.

Terri Barstad - Terri is a kindergarten teacher at the Warm Springs Elementary School in Warm Springs, Oregon. Indian students in her class consist of the Wasco, Paiute, and Warm Springs Tribes. She is accumulating credits toward a fifth year.

Isabell Camper - Mrs. Camper is teaching first grade at the Greasewood Boarding School. She is interested on the following: (1) TESL Control Group Program, (2) curriculum development project for this fall, (3) Teacher Corp Project--master teacher, team teaching, (4) developing TESL units and stories.

Nonabah Charley - Mrs. Charley is teaching at the Leupp Boarding School in Winslow, Arizona. She teaches first grade to Navajo students. Her interests are English as a second language and audio-visual aide.

Paul Cooka - Mr. Cooka is an elementary teacher at the Polacca Day School in Polacca, Arizona. His class consist of Hopi Indian students. Mr. Cooka is interested in the whole welfare of the individual child concerning his educational aspirations.

Juanita Curtis - Juanita is a second grade teacher at the Warm Springs Elementary School in Warm Springs, Oregon. The Indian students from her class are Wasco, Warm Springs, and Paiute Tribes.

Nelson F. Curtis - Mr. Curtis is a District A. V. Director for Whiteriver Public Schools where the majority of Indians are from the White Mountain Apache tribe. He is mainly interested in how the instructional media center can implement Project NECESSITIES on the district level and also setting up slide tape programs for the primary level to help facilitate Project NECESSITIES programs in the People, Places, and Things units.

Stanley Dashee - Mr. Dashee is a Hopi Tribal Council representative from Polacca, Arizona. His interests are mainly with curriculum developed by Project NECESSITIES.

Jack Donald - Mr. Donald teaches Navajo students at Many Farms High School at Many Farms, Arizona. At the present time he is interested in revising the freshman and sophomore curriculum, along with constructing new curriculum for the junior and senior classes. The total curriculum is of interest to him, but a primary concern at the present is in Language Arts. He is also interested in developing teacher and guidance staff interest in curriculum revision and construction.

Ava Doty - Ava is a social studies teacher at Fort Sill Indian School which is located in Lawton, Oklahoma.

Beverly Horttor - Beverly is a first grade teacher at Warm Springs Elementary in Warm Springs, Oregon. She is a member of Project NECESSITIES Steering Committee. She has entered masters program for teaching the culturally and socially disadvantaged children and currently taking course in social problems. Beverly is a temporary chairman for the class being organized to serve in advisory capacity to school superintendent and community organizations.

Bruce Hoover - Mr. Hoover is the assistant high school principal at Wingate High School where the students are from the Navajo Tribe. He is responsible for total academic program of high school with 1000 Navajo student. They have and are constatly changing their curriculum to meet needs of students. His interest lies in getting information to pass on to his staff. Mr. Hoover states that they do need help in the field of Language Arts.

Don Kinsey - Mr. Kinsey teaches 6th, 7th, and 8th grade Eskimo students in Togiak, Alaska. His interests lie in developing a non-graded system and is currently working on community involvement in the school. He would like to see community people working in and with teachers in the classroom using resources and skills of villagers. Mr. Kinsey is the principal in his school and teaches part-time.

Lawrence Leatherman - Lawrence is second grade, Language Arts teacher at the Toadlena Boarding School in Toadlena, New Mexico. His main interest is Language Arts--getting students to read and speak English better.

DeAlva Marshall - DeAlva teaches at the Cibecue Day School where the Indian students are from the White Mountain Apache tribe. Her greatest concern is how to develop self-image and pride in the youngsters in her area. As a result, they have furnished a house (vacant employee quarters) to which each class goes at least once a week. They feel the students will be more ready for boarding school experiences, public school, etc.

Ed Mecham - Mr. Mecham is a high school social studies teacher at Intermountain School. He has completed a masters in American studies last summer--his research area being in Navajo legends and culture. He is presently teaching classes in Navajo Mythology and American Problems and is supposed to teach a course in current Indian problems next year. Mr. Mecham would like to get more material for this area at thie workshop.

George H. Moulton - Mr. Moulton is teaching sixth grade at the Polacca Day School in Polacca, Arizona. Indian students in his class are from the Hopi Tribe.

C. Stewart Munz - Mr. Munz is the principal at Cheyenne-Eagle Butte Elementary School. Indian students are from the Cheyenne River Sioux Tribe. Mr. Munz would like to develop more relevant teaching in the classroom.

Ernest Old Shield - Mr. Old Shield teaches social studies at the Fort Sill Indian School. Indian students in his class are mainly Northwestern tribes, Navajo, and Oklahoma tribes. His interest lie in curriculum building and improving reading skills.

Curtis R. Olson - Mr. Olson the principal at the Sisseton Elementary School where the majority of Indian students are from the Dakota Sioux Tribes. The following are some of his interests and concerns: (1) have math and reading programs written in behavioral terms, (2) non-graded elementary, (3) have early childhood programs, (4) have Indian studies program with South Dakota history study, (5) have media available, and (6) have physical education--psychomotor development program.

George Potts - Mr. Potts is interested in curriculum development in social studies for the Navajo Indians at Many Farms High School in Many Farms, Arizona.

Jerry Rogers - Mr. Rogers is teaching in the business department at Haskell Institute located in Lawrence, Kansas. He also is teaching a course on Indian history. Mr. Rogers is interested in the development of an adequate, beginning social science curriculum for junior college program to begin in September. His specialized interest project is the development of a "continuing Indian Studies Lecture Series" at Haskell.

Lotsee Smith - Lotsee is employed at the University of Oklahoma in Norman, Oklahoma. Her interests lie in educational media, curriculum development and Indian education.

Justine Sutphen - Justine is a first grade teacher at Cheyenne Eagle Butte School in South Dakota. She is teaching Sioux Indian children. She is mainly interested in elementary curriculum development.

Dorothy Williams - Mrs. Williams teaches social studies at Intermountain School to Navajo students. Her main interests are working on projects to supplement the routine program, exceptional children counseling and guidance. and taking a course on motivation.

Lu Yazzie - Mrs. Yazzie is a teacher at the Rough Rock Demonstration School in Chinle, Arizona. Indian students are all Navajos. Her interests lie in developing social studies curriculum materials and testing curriculum materials.

TASK SESSION #1

AN EXERCISE IN DEVELOPING AN INSTRUCTIONAL PLAN FOR ONE CLASSROOM ACTIVITY (EITHER ELEMENTARY OR SECONDARY)

We understand that not everyone involved in this practicum is a teacher, yet as a beginning exercise we would like you to imagine yourself a teacher. We believe that in order for you to help make education more relevant to students, you must be able to determine student needs and how to meet them in the classroom. This is an exercise to get you thinking by doing.

The descriptions of the students in the elementary and secondary classrooms contained in this exercise have been taken from real classrooms.

Elementary section turn to page 2.

Secondary section turn to page 3.

A. TASK DESCRIPTION FOR PARTICIPANTS IN THE ELEMENTARY SECTION

It is January. You are an elementary teacher in a local day school. During recess you, along with the school principal, observe the children on the playground. You begin discussing difficulties the children are having when confronted with conflict situations. It seems that most of the children solve their problems by arguing or fighting rather than by cooperating. Both you and the principal agree that something should be done about the situation.

After school you meet the principal for further discussion of the problem. You note that the existing social studies curriculum fails to treat the concepts of conflict and cooperation.

Your class consists of eighteen students in a combined first and second grade. Ten pupils are first graders, eight are second graders -- of these three are retentions. All are Indians from the same tribe who spoke very little English before coming to school. Seven within this group are breeds. Any lesson requiring the fluent use of spoken or written language is out of the question. In addition, only two of the students have traveled more than twenty miles away from their homes.

Go on to TASK - PART I

B. DESCRIPTION FOR PARTICIPANTS IN THE SECONDARY SECTION

It is January. A ninth grade class in the local high school has just lost its social studies teacher, and you are the replacement. You have discussed with the principal current difficulties students in your new classroom seem to have when confronted with conflict situations. Most of the students solve their problems by arguing or fighting rather than by cooperating.

The students in this class of thirty are from a small village. All are Indians from the same tribe. Of these eleven are breeds.

Test scores indicate that the class is two years behind grade level in reading. There have been disciplinary problems within the class, and the principal feels that there is a lack of positive communication between the students themselves and between the students and faculty.

Your students are not known as "serious." Any studying that is done takes place at school, within the classroom, as most of the students are given little encouragement to succeed at home. Parents have often complained that home assignments interfere with work around the home. The former teacher left scanty records of work done so far this year. The prescribed curriculum fails to treat the concepts of conflict and cooperation.

TASK - PART I - 30 Minutes

First, sketch a three week social studies unit in response to the above information (elementary or secondary). You will have half an hour to work together in small, assigned groups to complete this portion of the task.

TASK - PART II - 60 Minutes

The second, and major part of the task, is to select one classroom lesson from the unit and develop a detailed lesson plan, using, if you wish, the Lesson Plan Form we have included on page 6. You will work individually for an hour to develop the day's plan.

The objective of the unit is to increase students' ability to deal effectively with conflict situations. In order to achieve this goal, you will demonstrate the concept of conflict and its opposite, cooperation. The major skill to stress will be communication among individual students and between students and teachers. For content, you can use anything which will support the unit objectives including existing school situations of following schedules, sharing school supplies and equipment, and developing individual responsibility. You can assume that any materials, media, and methods are available to you. The principal has allowed you sufficient money for the class, to be spent on whatever you feel is necessary. He has told you that you may run the class and plan your curriculum in any way you wish.

Some questions you may want to consider before beginning the lesson plan are:

How can I get the students interested in this unit?
What kinds of activity should I use?
What materials will I need?
How will I know if I'm accomplishing anything?

Do whatever you can, whatever you want. The plan need not be very formal or fancy. The way in which your ideas or lesson plan is written is not important; however, you should be able to read it, use it, and present it yourself. You might find the Optional Lesson Plan Form helpful in structuring your lesson.

The guidelines we have given you are the concepts around which the unit is to be based--conflict and cooperation, the skill to be developed--communication, and the situation--either a combined first and second grade class or a ninth grade class in the present. Feel free to include any ideas or resources that you think might help.

OPTIONAL LESSON PLAN FORM

Note: Some of you may find this a useful way to organize your creative energy. If not, use any approach that will work for you.

A. Student Resources

Having read the brief description of this group of students, you may want to identify the most important strength and weakness they are likely to bring to the classroom.

B. Concept Focus:

1. Master Concept: CONFLICT (COOPERATION)
2. Locational Concepts:
   a. The actors: STUDENTS, TEACHERS (PLUS SCHOOL COMMUNITY FOR SECONDARY)
   b. Theatre of action: CLASSROOM (PLUS SCHOOL FOR SECONDARY)
   c. The type of action: SOCIO/CULTURAL
   d. The time of action: PRESENT
3. Sub-Concepts: INTERACTION, POWER
4. It may be helpful to try to relate the concepts by combining them into a critical question which will allow a basis for developing concept objectives.

C. Skills Mix: Extend communication skills.

D. Content: Whatever you find will support the teaching of the concept and will contribute to developing the skill.

E. Instructional Objectives:

What do you want students to be able to demonstrate that they can do at the end of this first lesson with respect to concepts, skill, content?

____

____

____

____

F. Instructional Plan

What methods, media and materials will you use, and how will you use them to reach your instructional objectives?

(This is the heart of your task, so you will want to use separate paper.)

G. Evaluation Procedure

What kind of evaluation process (test, task, demonstration) will tell you, and hopefully the students, that you have reached your objectives?

____

____

____

____

DEVELOPMENT OF NEW CURRICULUM

You are to write an activity for students who are beginning kindergarten or first grade. This will be their first experience with school.

Because language has persistently been underdeveloped with children from the community of the scenario, you have decided to create curriculum which focuses on communication skills.

The environmental concepts you have decided upon are concerned with the present; the actors are students; and the place is the classroom.

The major concepts of interaction, change, conflict, and power will be used.

PART I

Grade K	Unit #1	Unit Title: Communication
Time	Present	
Actors	Students	
Stage	Classroom	

INTERACTION: Silent signals - create signals which give expressions to:

- Emotion - (Happy, sad, hurt)
- Understanding - (Questions, understanding, confusion)
- Direction -(Permit, speak,perform)

Such signals would constitute the predominant method of communication for a given period of time. These would later be expanded to include other ways of communicating silently.

CHANGE: Communication - Verbalization as a vehicle of communication is substituted in part by gestures or signals. This in turn reduces communication to a common level of advantage for all students -- the non-English speaking, the underdeveloped, and the average.

CONFLICT: Misunderstanding - Substituting signals and gestures for words causes conflict. Distortion of the teacher's intent may occur with non-English speaking students unless an interpreter is used. Signals may become confused and/or students may use signals in conjunction with language at this point.

POWER: Symbolism - a signal or question becomes symbolic of meaning and is a substitute for language as a form of communication. It focuses the subject's attention on the gestures and facial expressions of the communicator to enable him to decipher meaning.

VALUING: Comprehension - The student's understanding and expression is given an added dimension by which to interpret and refine the act of communication.

The intent of the activity is to provide students with a form of communication which is non-verbal and uses gestures --signals and symbols as substitutes for words.

An introduction to the activity would explain it as a game which has only one rule-- this is, no one is to talk. The teacher then gives examples of gestures which children would be asked to use to symbolize emotion, understanding, direction , etc.

The children would be allowed to practice and react to the system of silent communication. They would then be asked to use this system for twenty minutes each day. During this time each would be assigned a role and asked to act out a story read to them by the teacher. After each session students were asked to verbalize the story they had just a acted out silently. Eventually students would create their own story, assign roles and perform in pantomine. Later they would create a script which would be assigned to the pantomine.

I. What are the goals?

1.1. To develop language skills and add a dimension by which to interpret and refine the act of communication.

1.2. To control the quantity and difficulty of words.

1.3. To schedule words so they sequencially evolve from existing to unknown vocabularies.

1.4. To reduce communication to a common level of advantage for all students.

1.5. To present words as experiences which are acted out or symbolized.

1.6. To focus student attention to gestures and facial expressions of the communicator to assist in deciphering meaning.

1.7. To comprehend meaning not only from a speaker's words but also from his behavior, and to examine the consistency of one to the other as a means of interpreting intent.

II. How do you strategically deploy concepts into content?

II.1. (Scope) compose two lists - one indicating what experiences, knowledge and skills the child takes with him to school and the other indicating what he should be able to do at the end of the school year.

II.2. (Sequence) - arrange the second list (that which the student should be able to do) in a sequencial order which begins with the most simple task and flows systematically to the most complex.

II.3. Place those items of the first list (child's present knowledge) adjacent to the item which they complement from the second list. This arrangement gives reference points in the child's experiences which, when drawn on, provide a vehicle for expanded learning which begins with the known and leads to the unknown. It also provides the author with a method of attacking the writing of content.

III. How do you choose and evaluate the written style used to write content?

III.1. Is it written consistently in either story, historical, or factual form?

III.2. Is it uncomplicated?

III.3. Is it interesting?

III.4. Is it direct?

III.5. Does it allow teaching flexibility?

III.6. Can it be used verbatim by teachers?

III.7. Does it read with ease?

III.8. Is it free from professional jargon?

III.9. Is content written consistently in present or past tense?

IV. How do you choose media used to support and enrich content?

IV.1. Is it appropriate for that age group?

IV.2. Does it have appeal to the age group?

IV.3. Does it allow students to manipulate (handle or operate) the media?

IV.4. Does the student's manipulation of the media develop skill and confidence?

IV.5. How many of the senses (sight, taste, hearing, etc.) does the media involve?

V. How will you evaluate the results?

V.1. Behavioral objectives?

V.2. Conceptual retention?

V.3. Process development?

V.4. Pretest - Post-test?

V.5. Post-test only?

V.6. Intutitive?

Using the aforementioned information, create an activity which deals with non-verbal communication; Below is a Summary Chart which might serve as a guide in helping you perform your task.

ENVIRONMENTAL CONCEPTS

1. Time: Present
2. Stage: Classroom
3. Actor: Student

SUMMARY CHART

UNIT TITLE Communication

SUB-UNIT TITLE Silent Signals

LEVEL K

SUB-UNIT NUMBER One (1)

MASTER CONCEPT	KEY CONCEPTS	SUB CONCEPTS	SKILL MIX	CURRICULUM GUIDELINES
Interaction	Communication	Communication System Non-Verbal: a. Signals b. Act Out c. Pantomime Verbal: a. b. c.	A. Imagination B. Creation C. Translation D. Response	1. What are the goals?
Change	Substitution	A. Improvise B. Initiate C. Evaluate	A. Observe B. Recall C. Identify D. Discriminate	2. How do you strategically deploy concept into content?
Conflict	Interpretation	A. Right B. Wrong	Logic	3. How do you attack the writing of content materials?
Power	Symbolization	A. Association of words with signals B. Transfer	A. Abstracting B. Deciphering	4. What media will be used to support and enrich content?
				5. How will you evaluate the results?

INSTRUCTIONS TO PARTICIPANTS FOR FRIDAY AFTERNOON CRITIQUE SESSION

Total Time: 3 Hours

Phase I. Remeet in small discussion groups Time: 5 min.

The participants in each of the critique groups (elementary and secondary) should remeet in their small discussion groups from the morning task session.

Phase II. Small discussion groups select best plan within group - Time: 1½ Hr.

Members of the small discussion groups should take turns presenting the product of their morning's work--their lesson plans--to other members of their group. It should take about 15 minutes to present and discuss each plan.

After all the members have presented their plans, the group should select the plan it feels will work best in an actual classroom. Once the members have selected a plan, the plan is in 'public domain,' and the group as a whole should use the last half hour of this phase to modify and strengthen the plan for presentation to other discussion groups.

Total time allowed for Phase I of the critique process is 1½ hours.

Phase III. Discussion groups present their plans to other groups for evaluation and select final plan. Time: 45 min.

A spokesman from each discussion group should give an oral presentation of his group's plan--the plan the members of his team agreed would work best in the classroom--to members of the next group who are the official evaluators of the plan (the first group will present to the second, the second to the third, etc.).

While everyone in the room (i.e., all the groups) will hear each presentation, only the evaluating group is responsible for evaluating the plan. The members of the evaluating group may ask the presenting group questions about its plan, discuss it among themselves, and finally assign a grade to the plan they heard. The evaluating team should record this grade on a piece of paper; it will be announced later.

The evaluating group then becomes the next presenting group and presents its plan to the next discussion group, and so on around the room until each group's plan has been evaluated. Each presentation/evaluation should take about 10 minutes.

A total of 45 minutes is allowed for this phase of the process.

When all of the plans have been presented, each group will announce the grade they assigned to the plan they evaluated. The entire group may want to discuss briefly the plans before voting on the plan that shall become the final plan. There should be one final plan each for the elementary and secondary groups.

A total of 45 minutes is allowed for this phase of the process.

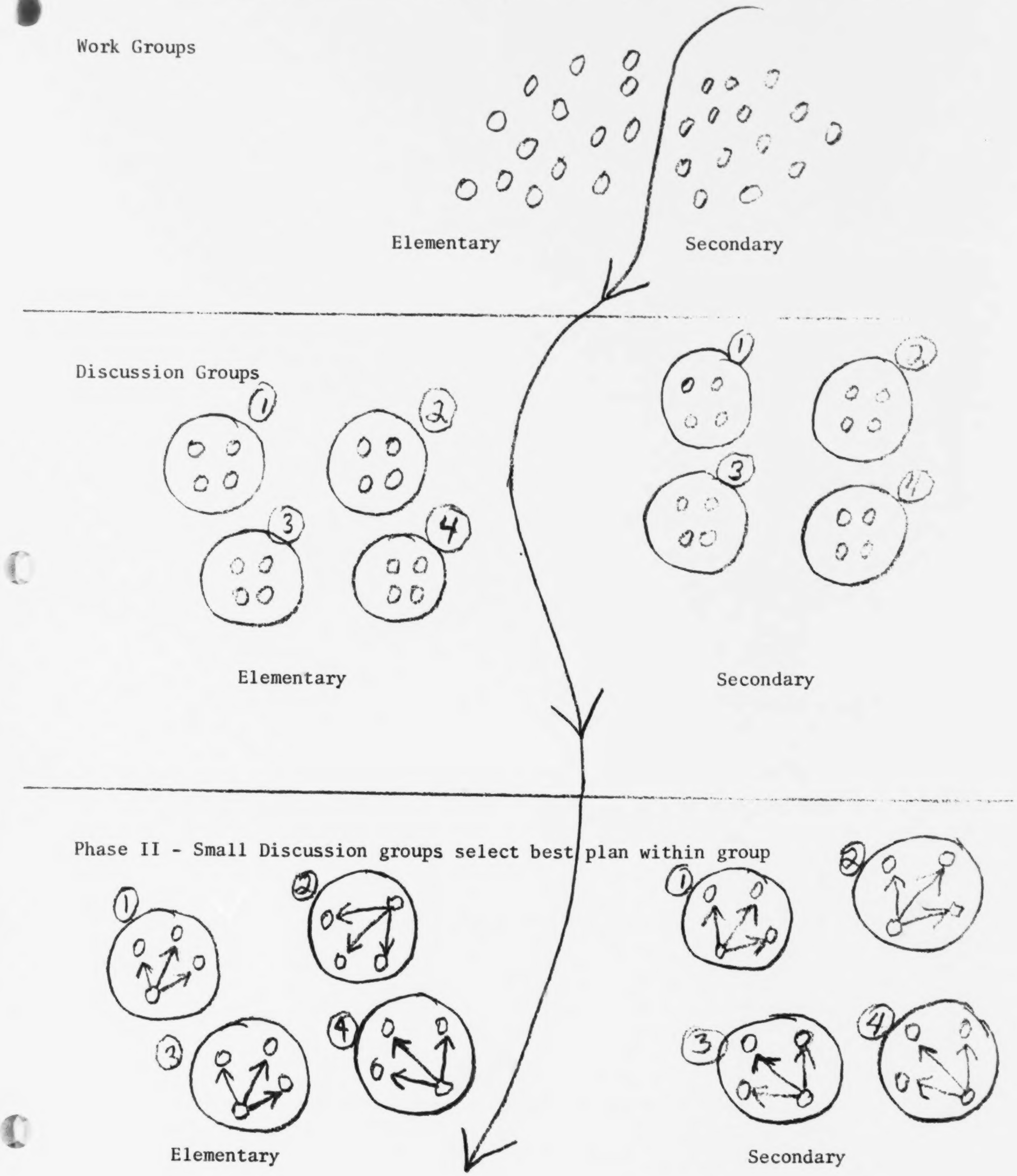
Phase IV. Groups improve their plans for presentation to staff - Time: 45 min.

In the final phase of the process, the elementary and secondary groups work as large groups on improving their plans with an eye to strengthening their effectiveness in the classroom. They have 40 minutes to work. At the end of this period the elementary and secondary groups should submit their plans to Practicum staff for evaluation.

A staff panel will review and evaluate the plans in a panel discussion on Saturday morning.

INSTRUCTIONS TO PARTICIPANTS FOR FRIDAY AFTERNOON CRITIQUE SESSION

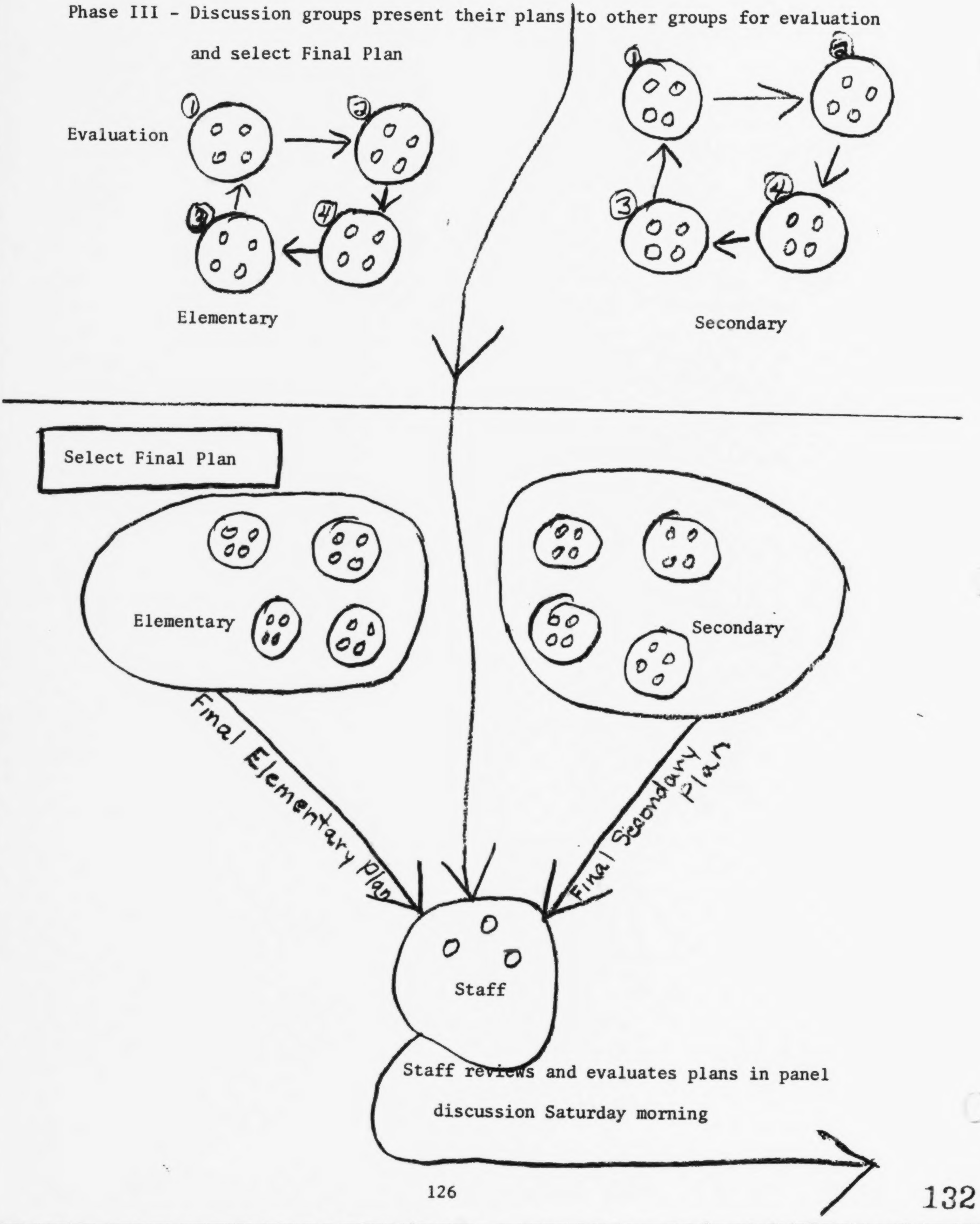
Phase I - Elementary and secondary groups remeeting in small discussion groups



Phase II - Small Discussion groups select best plan within group

Work Groups
Elementary
Secondary
Discussion Groups
1
2
3
4
Elementary
1
2
3
4
Secondary
1
2
3
4
Elementary
1
2
3
4
Secondary

Phase III - Discussion groups present their plans to other groups for evaluation and select Final Plan


Evaluation
1
2
3
4
Elementary
1
2
3
4
Secondary
Select Final Plan
Elementary
Secondary
Final Elementary Plan
Final Secondary Plan
Staff

Staff reviews and evaluates plans in panel discussion Saturday morning

ELEMENTARY SECTION

Group 1 21 March 70

Unit: Conflict

Lesson: Cooperation

Assumptions:
1. Conflict on playground between boys and girls
2. Conflict because of three year age span and retention
3. Conflict because some children are not full-blooded

Situation: Field trip to prairie dog town - class will be divided into smaller groups.

Behavioral Objective: The child will take part in an experience that demands full cooperation in a group situation and provides an opportunity for the older students to obtain status without aggression. The child will be able to draw or construct on the sand table a prairie dog town. The child will tell about the physical social characteristics of the town. The child will stalk the prairie dog town. There will be learning value regardless of whether the stalk is successful. There will be opportunity for physical, functional and outdoor learning.

Preparation: Completed unit on People, Places, and Things. Seen appropriate films such as Vanishing Prairie, film strips, and study prints. Stories have been read such as Amigo and have resource books put out for children to look at. The children have become skilled in the game, dog and bone. This is a stalking skill game in preparation for the field trip. It includes group and individual skills in quietness and listening.

Student Resources: 1. Some familiarity with prairie dogs and their uses.

2. Some children will know the location of a prairie dog town.

CONCEPT	SKILLS AND ACTIVITY	MATERIALS
1. Improve self-image for repeaters. They will have to secure group co-operation relying on physical or verbal aggression. Cohesion in class created because of the special activity.	1. Choose second grade repeaters for leaders. Control group through previously established signals.	
2.	2. Approach town and observe from a distance through field glasses.	2. Field glasses
3. Reinforce cultural heritage through the art of group and individual stalking.	3. Stalk prairie dog town - skills. a. Observation b. Listening c. Determining wind direction Take pictures	3. Camera
4. Relate animal co-operation and success to human cooperation.	4. Let children induce	
5. Relate excursion success to group cooperation	5. Induce	

Cum. Activities: Sand table model of prairie dog town.
Bulletin Board using prints from camera.
Art pictures of what the child saw including background.

Evaluation: Was the group successful in the stalking?

Could they construct an accurate prairie dog town?

What learning was shown in their drawings?

Did they verbalize about the town?

Did they picture themselves as being a part of the scene?

ELEMENTARY SECTION

GENERAL OBJECTIVE

To increase the ability of children to resolve conflict through cooperative experiences.

I. Subject or Theme - Cooperative art experiences correlated with "regular" classroom activities. (Art)

II. Specific Objective - To create diarama-mural through group division of labor and combined end products after relevant motivation correlated with other subjects.

III. Preparation

A. Video tape of students and teachers on playground and in school to demonstrate conflict and cooperation in daily activities.

B. Slides or film strips of interior of local homes.

C. Slides or film strips of exterior of homes and environment.

D. Single concept loops of art processes:

E. Collection of 3D textural scrap materials - twigs, boxes, cloth scraps, spools, etc.

F. Preparation of three art activity areas for:

1. Painting mural backdrop.

2. Constructing exterior environment on table or sand table of home environment.

3. Construction of model home interior with Indian home population.

G. Preplanning by three people.

1. Aide or another teacher.

2. Regular classroom teacher.

3. Art teacher or consultant.

VI. Media - found and collected materials; paster paint, crayon, chalk; sand table; oil clay.

V. Sequence of events in one day:

A. Video tape of playground - teacher - student in conflict and cooperation.

B. Experience chart with discussion "How we get along and how we don't get along."

C. Puppets - language arts.

  1. I, we.

  2. He, she, it.

D. Song - "The More We Work Together"

RECESS - Random Play

E. After recess discussion - "How did we get along at recess"
"How do we get along at home"

LUNCH - During lunch, art teacher gets room ready.

F. Motivation (after lunch) - "Slides of our homes, inside and out".

G. Divide into three groups of execution of art projects.

1

1. mural painters

  A. paint, etc.

  B. film strips of home environment.

2

1. house builder and furniture

  A. Scrap materials

  B. Single concept loops

3

1. home environment

  A. found materials, clay,

  B. single concept loops of building with scrap material.

H. Video taping of students and teachers working together at projects.

VI. Verification evaluation

  *A. Show and tell by students in response to questions about conflict arising at home between children - parents - in home activities.

  *B. Playing of tape made of students while they worked on projects - discuss.

  *C. Having other classrooms in to see the "creation."

*These need not be done all in one day, but could begin the next day.

Social Studies	Indian Culture	Conflict
Department	Course	Unit

This lesson is designed as an open ended study to be continued according to student response. Information gained from this lesson can be related throughout the whole year.

It is hoped this lesson will start the student realizing that people see things differently, and that this doesn't mean that different realizations are necessarily correct or wrong totally or in part.

It will present examples so the student can see that they often judge according to how they see things. This, it is hoped, will lead the student to realize that conflicts often start because they are not willing to look at things as others see them.

This lesson is built around transfer.

Student Need(s)	1. To resolve conflict in a more orderly manner.	2. To realize ideas are changeable and interchangeable.	3. Develop response of students to: student and teacher.
Objectives and/or skills to be developed	1. We tend to realize that only those things we see are real.	2. Just because we don't believe something it doesn't mean it isn't so.	3. We tend to argue about things that could be right or wrong.
Description of procedures (activities)	1. Put on a show. a. Flashing lights c. movie b. Loud sounds d. flim-strips Shown at the same time. 4. Unstructured reaction. 7. Ask student was there.... a. List on board.	2. Allow students to react for 2 minutes. 5. Of those to react last as: How do you feel? 8. The above is teaching towards a. Why didn't we all see the same b. What influences in what we see? c. Do others influence what we see? d. Can we transfer the idea of what we see to what we think and do?	3. As question: How do you feel? 6. Ask student: "What did you see"? a. List them on blackboard.
Pre and post evaluative instrument	Pre The Principal indicated to the teacher that there was conflict.	Materials available: Lights Music Filmstrip	Loud Noises Movies

PRACTICUM OPTION CHECKLIST: Elementary Section

A. Check One

1. _____ I would like to work on a new Project NECESSITIES unit: Basic Communication. This is the introductory ten week unit of the kindergarten program. It uses first, non-verbal, then verbal means of communication to develop language skill.

2. _____ I would like to work on the second ten week unit on Basic Communications for kindergarten. It uses symbolization and shapes as means to develop reading readiness and number concepts.

3. _____ I would like to review and adapt the Project NECESSITIES unit: People, Places and Things for my own use. This program was drafted as a full year experience in which the eight week unit: Homes has been completed and field tested.

4. _____ I would like to work on a new Project NECESSITIES unit: Geographical Relationships. This unit asks students to identify locations by relating to known reference points. This is second grade material which includes the booklets: Napi (The Blackfoot story of creation), Life Along the Amazon (to be used as comparative study of environments) and Water in the Air (which asks students to describe changes which would occur if one element in their environment changes)

5. _____ I would like to work on a new Project NECESSITIES unit: Economics, Technology and the Land. This third grade unit studies different uses of animals to compare subsistence and interdependent economies. There are three booklets available: Animals, Climate and Terrain; The Village of Shageluk, and The Village of Egegik.

6. _____ I would like to develop my own piece of curriculum for use in the near future.

7. _____ I would like to work on enriching curriculum that I will be using in the near future.

B. Check One

1. _____ I would like to work by myself.

2. _____ I would like to work in small groups.

PRACTICUM OPTION CHECKLIST: Secondary Section

A. Check One

1. _____ I would like to work on a new Project NECESSITIES unit: A Program for High Potential Indian Students. This is a full year social studies program in outline form which centers around the concepts of interaction, change, conflict, power and valuing. The program is designed to create a more meaningful bridge between high school and college or vocation.

2. _____ I would like to review and adapt the Project NECESSITIES unit: Economics: The Science of Survival for my own use. This unit has been drafted as a full year of experiences in which six weeks of consumer economics ("Allocation of Resources") have been planned and tested

3. _____ I would like to review and adapt the Project NECESSITIES unit: COMMUNICATION SKILLS: Fact and Opinion for my own use. This six week activity teaches students the skill of discriminating fact from opinion in various personal interactions. The unit has been field tested in Arizona, Alaska and South Dakota.

4. _____ I would like to develop my own piece of curriculum for use in the near future.

5. _____ I would like to work on enriching curriculum that I will be using in the near future.

B. Check One

1. _____ I would like to work by myself.

2. _____ I would like to work in small groups.

BRIGHAM CITY PRACTICUM

EXIT INTERVIEW

________________________ Interviewer

________________________ Participant

Expectations:

Surpassed ____________ Met ____________ Not Met

What do you plan to do with what you have learned:

1. Nothing
2. Don't know
3. Will try to do something
4. Have a plan

Suggest Changes:

1. Content

2. Process

Rate this workshop in comparison to others attended:

High Neutral Low

Comments:

Participant Project Statements

Peggy Ahlborn 22 March 70

Continuing from People, Places, and Things.

(1) I am working on Economics, Technology and the Land.

Using Ute reservation and Uintah Basin economics as basis - SRA form

(1) farming

(2) cattle

(3) oil

(4) fabrication plant

(5) tribal accounts

(6) tourist trade through to Flaming Gorge

(7) show how Indian and white economy are combined

- will implement beginning in April.

(2) Working part time in Jason Chee's group.

WARM SPRINGS

22 March 70

Kindergarten, First Grade, Second Grade

Terry Barstad, Beverly Horttor, Nita Curtis

Problem Statement:

Kindergarten curriculum is dependent on individual teacher development.

First and second grade curriculum is standard state adopted and district adopted material frequently not meeting the needs of children with culturally different backgrounds. Teacher adaptations are sometimes possible.

Teachers feel the need for materials that develop skills on language experience and learning development processes.

An attempt will be made to develop a scope and sequence curriculum that will aide the child in learning to live comfortably with his environment.

Paul Cooka -- George Moulton 22 March 70

"THE DEVELOPMENT AND IMPORTANCE OF COMMUNICATION"

The instructional unit being developed is for fourth and sixth grade use. The purpose of this unit is to show the development of communications from basic primitive maneuvers to the complex electronics communications equipment being concerned and used today. During the teaching of this unit, it should be pointed out that through communication our necessities and wants are supplied; that communication is an art form to the furtherment of our cultural development, and that communication or the lack of it is the governor to a peaceful or war-mongering world. In this unit our primary learning experiences will involve us in learning to discriminate and interpret.

Paul Cooka
George Moulton
March 21, 1970

Unit Title: The Development and Importance of Communication

Sub-Unit Title: Non Verbal-Verbal Communication

Instructional Area: Intermediate Grades--4th through 6th

Scope: The purpose of this instructional unit is to show the development of communications from basic primitive manuevers to complex electronics communications equipment. During the teaching of this unit is should be pointed out that through communication our necessities and wants are supplied and re-enforced; that communication is an art form to the furtherment of our cultural development, and that communication or the lack of it is the governor to a peaceful or war mongering world..

Unit Outline:

I. Communication in primitive societies:
    a. Non-verbal (signs and gestures)
    b. Verbal
        1. Tribal calls.
        2. Immitative animal calls.
    c. Tools used in signifying communication.
        1. Drums
        2. Smoke signals
        3. Trail signs
        4. Sand drawings
        5. Murals
        6. Animal and fowl witchcraft
            a. animal impersonations for transmitting messages be it good or evil omen.

II. Communication in Modern Society:

A. Refined verbal communication

1. Many spoken languages.

2. Many dialects in languages.

3. Tendency to adopt a universal language.

4. The introduction of technological language and symbolism.

5. Refinement of previous languages.

B. B. Inventions in communications

1. Written material

a. Books

b. Magazines

c. Newspapers

d. etc.

2. Electronic equipment

a. Television

b. Radio

c. Radar

d. Satelites

e. Teletype

f. Telegraph

g. Telephone

h. Short wave radio

3. Extra sensory perception

a. Mind telepathy

b. Fortune telling

c. Spiritual medium

d. Clarvoyance

Skills to be developed:

I. Observation
II. Recall
III. Identification
IV. Discrimination*

We feel that learning to discriminate is one of the most important skills to be developed regarding communication. The following is an example of language discrimination. How might a child decipher these two sentences?

1. I'll water the horse. - meaning in essence giving water to the horse.
2. I'll milk the cat. - mening to secure milk from the cat.

Example No. 2

1. Calling the cat to come to you.
   Pleasant voice: "Here Kitty, Kitty."
2. Calling the cat with an agressive, harsh voice. "HERE, KITTY, KITTY."
3. Calling the cat telling him you are bringing his food.
   Stress Here. "Here, Kitty, Kitty."

Objectives:

1. To develope language skills and add a dimension by which to interpret and refine the act of communication.
2. To control the guantity and difficulty of words.
3. To schedule words so they sequencially evolve from existing to unknown vocabularies.

4. To reduce communication to a common level of advantage for all students.
5. To present words as experiences which are acted out or symbolized.
6. To focus student attention to gestures and facial expressions of the communicator to assist in deciphering meaning.
7. To comprehend meaning not only from a speaker's words but also from his behavior, and to examine the consistency of one to the other as a means of interpreting intent.

Materials to support and enrich content:

1. Movie projectors
2. Films
3. Film strips
4. Newspapers
5. Radio
6. Pencil and paper.
7. Catalogues
8. Television
9. Textbooks
10. Etc.

Suggested Classroom Activities:

1. Playing communication games
   a. Charades
   b. Playing auditory discriminating games

      Example: Bingo

The Gossip Game

Explanation: Each child relays a given message to another participant. After the message reaches the last child he is to relate the given message - Result usually is a breakdown in communication and the message gets muddled up in the process.

2. Field trips to communication establishments.
   a. Television station
   b. Radio station
   c. Telephone - Telegraph Co.
   d. Publishing Center
   e. Newspaper Office

* The students will be given ample opportunity to enhance their comprehension in structured or written language.

Example: The teacher will dictate a few sentences that will require the children to use their auditory and perceptual sense to their fullest capabilities.

3. Resource people

Tribal and/or local people who are directly involved with the communications media will be utilized during the initial inception of this unit.

V. Evaluation:

It is hoped that the child will be able to comprehend meaning not only from a speakier's words but also from his behavior, and to examine the inconsistency of one to the other as a means of interpreting content. Show-do and tell-

By: Curtis Olson, Justine Sutphen, Isabelle Camper, Arthur Amiotte

Development Steps	Unit Overview PAGE 1.
A. STUDENT RESOURCES (Unit Specific)	How do you plan to use the students knowledge and skills from his background and environment?
UNIT CONCEPT MIX	
Master Concepts	Man's Interaction With His Land Comparing Sioux & Navahjo
Locational Concepts Time of Action	Start from the present and move to the past
Theatre of Action	School
Actors	Students, Tribal Council members on the education committee, tribal Patriarchs, other teachers, parents
Type of Action	drawings, dioramas, field trips, role-playing art activities, experiments, food making and preservation.
Subconcepts	1. Present and past interaction of man with the land 2. Use of the land past and present 3. Technology and its impact on the land 4. Evolution of land 5. Problems created by man--pollution of land, air, water 6. Legends associated with the land a. animals b. trees
C. UNIT SKILL MIX	
Cognitive (thinking)	Observe changes made by man on the land. Describe use of land present to past. Identify problem created by man on the land. Recall legends associated with animals & trees.
Affective (feeling)	Cooperation/Conflict of man with his land

Psychomotor (acting)	Drawing of diorama depicting man's use of the land. Make and process food that is gotten from the land. Experiments explaining man's contamination of the land (his environment)
Concept Formation	Language experiences
Practical	Stories, charts, poetry
Communications	Art experiences, plays, question & answer sessions, singing songs,
D. UNIT CONTENT MIX	
Primary	Man's interaction with hisland for Sioux & Navahjo tribes
Comparative	Compare use of land present to past
Culture Specific	Sioux & Navahjo
E. UNIT INSTRUCTIONAL OBJECTIVES MIX	
Concept	Ability to understand land changes made by man
Skill	Cognitive: Ability to observe change in land as a result of technology, evolution, problems created by man. Affective: Demonstrate ability to cooperate with man & nature Psychomotor: Ability to participate in & demonstrate science experiments, art activities dealing with man's interaction with the land. a. foods--present to past b. Natural resources--homes to teepees; presnt day paints to dyes; presnt day synthetic fibers for clothes to deerskin etc. for clothes
Content	Demonstrate familiarity with products in the classroom that resulted from man's interaction with the land
F. UNIT INSTRUCTIONAL PLAN	

Methods	Plays, role playing, field trips, resource people, integrated art activities & science experiments
Media	16MM films---Tahtonka, Legend of the Mighty Sioux 3M trans.----George Catlin's American Indians Trans.-------Indians Educational Reading Service Filmstrips---Society Visual Education (Singer) Educational Reading Service 8MM Loop Films---Thorn Inc. Records------Educational Reading Service on Sioux music
Material	Indian Legends pub. by D. C. Heath All other material related to the topic that is found in local school district library.
G. UNIT EVALUATION PROCEDURE	Ability to demonstrate in small group instruction to discuss subconcepts of part B.

Jack Donald

22 March 70

At the present time I am working with the unit, "Communication Skills: Fact and Opinion." The unit is good, and it will work well with the students of Many Farms High School.

I am in the process of writing into the unit more student involvement. Also, I hope to use it as a cooperating unit between the academic and guidance departments.

Jack Donald

22 March 70

COMMUNICATION SKILLS: Fact and Opinion

Background:

Right now would be a good time to work with this unit. The theater arts class is having some problems finding play-acting type work to do. The Indian Culture (social studies) class is working on contemporary Indian problems. The academic and guidance departments are in the process of evaluating their relationships. Finally, there is now a realization for more native involvement in curriculum.

Evaluating the unit:

The unit is good. With few changes and refinements, the unit could apply and be used for any group of teenage students. The unit gives the student a chance for physical involvements. The problems related by the unit are problems most young adults face. The unit is built around transfer of experiences.

Unit IV could be left as is. Possibly the counselors could meet with their student groups to find their reactions.

Activity I and II:

The skit for activity I and II will be turned over to the theater arts class for rewriting and staging. This, of course, make the skit more meaningful and understandable.

The skits will be presented for the Indian Culture class and possibly other social studies classes.

Discussion groups will first be set up in the dormitory. This discussion will be transfered to the classroom.

I could be recommended that the character, Bill Paul, in skit number two to speak Navajo. Possibly the students wish to present the total program in the Navajo language.

Activity III:

This activity should be written into skit form. Turn activity over to the literature class, who would have to be working on plays, writing and evaluating, who would write the skit. In this way the setting, language used, and characters would fit with what the student identify.

After the skit is written, it will be turned over to the theater arts class. The theater arts class will produce the skits.

Because of the importance of this skit it will be video-taped for presentation and evaluation by students during the year.

The skits will be presented to those class (usually social studies) which will be benefited by them. The class will be broken down into groups to work in the dormitory. The groups and class will work both in the classroom and dormitory, and with guidance and academic personnel.

It might be well to have two additional characters; two news reporters. The news they report would offer .

Summary:

This is an open-ended unit. If it works well it should be used next year. If the unit doesn't work too well, just the tapes will be used.

The primary work for the unit will be done by the student for the student.

Ava Doty -- Ernest Old Shield 22 March 70

This is the report on the Fort Sill Indian School project.

OUTLINE: GUIDE FOR TAPE

I. PROBLEM

How to change the social studies program so that it will be more relevant to the needs and interests of the students of today. The things that may have been done in the past may have been all right for the time gone by, but it certainly doesn't meet the needs of students today. The social studies is one of the areas that need to awaken and be changed. This we would hope to do.

II. STATISTICS

A. Student Assessment:

1. Negative Areas (or weak points):

We have a high drop-out rate in our school. We have had roughly 80 drop-outs out of 290 students. This is not exact. The main point is there are too many students dropping out of school. This is certainly part of the problem. Then, too, we have no formal follow-up of the graduates or student who left our school. Information about the students who have graduated have come to us through correspondence and first hand knowledge. We have found that this indicates that 90 per cent of our students have some dependency on welfare programs. The per cent of daily tardies, absentees, and actual AWOL's from our school is very high. This would have to indicate there is something wrong, that there is a need in change, and this is something that we must work on. Tests show that students tend to be two or three years behind the public schools studies. Although it might be well to mention that many of our students didn't do too well in public school to begin with. But this is not to criticize anyone else. Our main concern is what do we do with the students that we have? What do we do with the tests results? We have also found that the failure to achieve academically many times stems from personal problems. These are many personal problems that the student must deal with, and he is reacting in a normal way under the situation.

2. Existing ideas and programs that may influence the negative areas of the student's performance are:

   Academic programs is geared to the average public high school student. Lock-step schedule allows very little flexibility. We feel that flexible scheduling provides more opportunities for students and the program. We find that in our present program, too, that academic grades are very dominant in factor. In fact, too often it is used as a weapon against the student rather than in a more positive direction. Perhaps there is a need for improvement in the present school policy, which is to try to keep students in school regardless of student achievement, involvement, etc. We have listed this as a 'holding' school program. The question is: Is this policy sufficient? It is not sufficient. We believe our students are more capable and certainly ready to do something in the more positive side.

3. Strong points of the students:

   Pride is a strong point of our Indian students. Some people might not feel that they have pride, because of the way they see them in the classroom, or in someone's living room or walking down the street. If a person does not believe an Indian student has self-pride, then the student has succeeded in fooling him, because each and every student is certainly full of pride. Observation will show the Indian student is respectful. Some people feel that the student is not respectful and perhaps there may be a lack of it particularily if people fail to show them respect. We think that the average student is becoming more aware of the need for education now. The student may be performing at an average or low level, because of limitations and confinement of the school plant, curriculum, and other existing programs. We find that our students are very patient. Certainly patient with existing conditions. Many times we do not understand the students problems and that patience is a strong factor for many of them or they would not be in school today. Students are alert to things. That doesn't necessarily mean that they speak up. It does mean that they see what is happening, and it is part of our job to make use of this alertness. The student adjusts easily to a new situation. It is part of his cultural background.

   Our students are becoming more cosmopolitan. They have experienced more things in their short span of years than most of us in a life time. Think of the distances many of them traveled just to get to school. They are exposed to news by television, over the radio and in the newspaper. We have noticed that many of our students have good native talent. Their penmanship is something to behold. The cartoons and the drawings are works that need to be developed.

B. BIA Statistics

1. Criteria for enrollment in boarding schools:

The eligibility for admission. The social criteria which allows a person to attend. Knowledge of the social status alone would point out a reason for a special program.

2. Finances for the secondary education:

Finances for our school comes to $13,133.87. This includes such items as travel, school supplies, books, and educational aids.

3. Curriculum:

Attached is a copy of the existing social studies program at our school. Our plan is to go over this part thoroughly to see what is relevant. (See the attached copies)

III. PROPOSALS

A. Revamp the social studies curriculum so that it will be more relevant to the students at the Fort Sill Indian School. There is a radical difference between yesterday's problems when the present curriculum was formulated and the problems of today.

B. This proposal is the heart of our work. We would like to see a social studies center developed on campus. The location would be in a vacant building. The possibilities would be many. Some possibilities are lecture rooms, projection rooms, corrals for tapes, educational T.V., research areas, study rooms, conference rooms, a social studies resource center, equipped books, filmstrips, other media.

C. In this social studies center we have the possibilities of tying in with a computer center at Norman, Other possibilities are: working on individual or group projects. Resource students, parents and adults in the community could be brought in for debates and discussions. The resource may be both Indian and non-Indian. Resource people may also be brought in for lectures and demonstrations.

D. In the social studies program, we would like to use block time. The desire for block time may prove to be a major problem, especially in coordinating with other curriculum areas. Included in this block time is the time needed for planning for the social studies teachers.

E. The revamping of our social studies program calls for a change in attitude toward grades, Certainly people want to know how well they are doing and grades tell them this. However, we often use grades as a sort of threat and a negative aspect is developed. The idea of accomplishment is lost and so is the student's ambition. We want to relegate the idea of grades as such into the background.

IV. CONTENT AREA

The few things that will be put down in this area by no means complete the list. Revision will go on for some time. However, some of the topic for content are: money, time, opportunity, communication skills, social studies skills, justice-injustice, awareness, past history, critical thinking, problem solving, and Indian culture.

We will list some of the things to be taught under social studies skills. Perhaps one of the main ones would be that of getting along with people. We find that many people qualify for a job but can't get along with people.

Justice and injustice are two fields that are things living in places other than the academic world. The world is not just a rosy hue.

Make the student more aware of today's actions and to see that it includes their interests. They have decisions to make.

A study of past history. Americans and the history of our own people. We feel that our people should know more about themselves.

Critical thinking. We feel that the age of conformity for the sake of conformity needs questioning. We should not accept merely because someone said so. Our students should be able to grasp the idea of an author and then accept or reject it. We do not need human blatters.

One of the difficult things of life is the methods of problem solving. We find that many of us solve our problems like a hit and miss factor. If we can teach the idea of problem solving, and the approach where a person feels confident when a problem comes up, rather than almost going into hysterics. In our particular work, we want to teach Indian culture. We want the students to know the positive aspects of Indian culture. I think too long we have read in history books of a few paragraphs that seem to approach Indian culture as certainly being inferior. Yet as we actually go into the study of Indian culture, we find that there are many things in it that would make a person strong and better because he knew something about his own people.

V. SUMMARY AND CONCLUSION

We did work in the idea of presenting our problem. We showed some statistics that we feel is necessary to know. We presented some of our proposals, our content, and now we go into the conclusion. Our study has shown a definite need for revamping our social studies curriculum. We realize only, too, some of the many things that at this point that we may have skipped, because this is a very rough draft, but I think that our work has shown the things that we need to do, and also, perhaps it has given us a feeling that this a challenge to our ability to be able to cope with these things rather than simply saying that its something that we cannot do--something that we cannot handle, so forget it. Our conclusion is that we have a job to do and this is what we intend to do.

STATISTICS

NOTE: These lessons will be taught to students as described in the following:

I. FEDERAL BOARDING SCHOOLS

To implement Bureau responsibility for developing an educational opportunity for those children of one-fourth or more degree of Indian blood who reside within the exterior boundaries of Indian reservations under the jurisdiction of the Bureau of Indian Affairs or on trust or restricted lands under the jurisdiction of the BIA, Federal boarding schools are used to educate (a) those who have no other means of attending school, (b) those whose educational needs cannot be met by the schools available to them and, (c) those who require care away from their homes even though other schools may be available to them.

II. ELIGIBILIGY FOR ADMISSION

Children otherwise eligible who meet one or more of the criteria listed below may be admitted to Federal boarding schools:

A. EDUCATION CRITERIA

1. Those for whom a public or Federal day school is not available.
2. Those who need special vocational or preparatory courses, not available to them locally, to fit them for gainful employment.
3. Those retarded scholastically three or more years or those having pronounced bilingual difficulties, for whom no provision is made in available schools.

B. SOCIAL CRITERIA

1. Those who are rejected or neglected for whom no suitable plan can be made.
2. Those who belong to large families with no suitable home and whose separation from each other is undesirable.
3. Those whose behavior problems are too difficult for solution by their families or through existing community facilities and who can benefit from the controlled environment of a boarding school without harming other children.
4. Those whose health or proper care is jeopardized by illness of other members of the household.

EDUCATION, ASSISTANCE, FACILITIES & SERVICES

FINANCIAL PROGRAM

DIVISION NO. ________

AREA: Anadarko

AGENCY: Fort Sill School

FISCAL YEAR 1970

UNIT NO. 1740

OTHER EXPENSES

February 10, 1970

Account Number	Account Title	Total	Apportionment Schedule EXPENSE	BALANCE		
1740.1230	LOCAL SCHOOL ADMINISTRATION					
GEM 1231	Personal Services..........	40,292.				
GEN 1234	Travel.....................	2,000.	219.02			
GEO 1236	Supplies & Materials	2,000.	734.78			
GEP 1239	Other Expenses.............	5,000.	799.80			
GER 1283	Equipment..................	10,000.	883.85			
	TOTAL LOCAL SCHOOL ADM...	59,292.	2,637.45	16,362.55		
1740.13	INSTRUCTION					
GFA .1301	Pers. Sves, Professional...	13,827.				
GFB 1302	Pers. Sves, Support........					
GFC 1304	Travel.....................	200.	42.40			
GFD 1306	Supplies and Materials.....	1,500.	282.11			
GFE 1309	Other Expenses.............	500.	40.00			
	Total Supervision..........	16,027.	364.51	1,835.49		
1340	Secondary - Academic					
[illegible] 1341	Personal Sves, Proff.......	98,038.				
[illegible] 1342	Personal Sves, Aides.......					
GGI 1343	Personal Sves, Other.......	6,705.				
GGJ 1344	Travel.....................	3,000.	2,225.92			
GGK 1345	Furnishings................	4,000.	.00			
GGL 1346	Supplies and Materials.....	7,000.	2,308.38			
GGM 1347	Textbooks..................	3,000.	1,095.31			
GGN 1349	Other Expenses.............	3,000.	1,236.52			
	Total Secondary-Academic	124,743.	6,866.13	13,133.87		
1360	Secondary-Voc. & Pract Arts					
GGO 1361	Personal Sves, Proff.......	53,680.				
GGP 1362	Personal Sves, Aides.......					
GGR 1363	Personal Sves, Other.......					
GGS 1364	Travel.....................	500.	.00			
GGT 1365	Furnishings................	1,000.	.00			
GGV 1366	Supplies and Materials.....	4,000.	1,272.71			
GGW 1367	Textbooks..................	500.	.00			
GGY 1369	Other Expenses.............	1,500.	37.40			
GHH 1383	Equipment..(Instructions)..	10,000.	.00			
	TOTAL INSTRUCTIONS.........	71,180.	1,310.11	16,189.89		

FORT SILL INDIAN SCHOOL - ACADEMIC DEPARTMENT - CLASS SCHEDULE - 1969-70

(Revised 9/25/69

8:05-9:00 1st Period	9:05-10:00 2nd Period	10:05-11:00 3rd Period	11:05-12:00 4th Period	12:50-1:45 5th Period	1:50-2:45 6th Period	2:50-3:45 7th Period	3:50-4:4 8th Peri
Typing I	Typing I	Business Occupa.	Planning	Bank	Typing I	Bank Practice Typing	Student Counse
	English IV	English IV	English III	Planning*	English III	Health & P.E.	Coachin
Spanish	English I	English I	Planning	Spanish	Business English	Newspaper	Student & Plann
English II	English II	English II	Reading Skills	English III	Shorthand	Planning	Student & Plann
Supervision Rm. Attendance 214	Supervision Rm Attendance 214	Speech	Psychology	Speech	Planning	Student Rm. Counseling 214	Student & Plann
Okla. History	Okla. History	Planning	Indian History & Culture	Okla. History	World Studies	Creative Writing	Student & Plann
	Study Hall Rm. 200	Planning	Study Hall Rm. 101	H.S. Geography	Health & P.E. (Girls)	Health & P.E.	Coachin
Chemistry	Biology I	Biology I	Planning	Adv. Biology	Adv. Biology	Study Hall	Student & Plann
Algebra I	Algebra I	General Math	Geometry	Trig. Math Analysis	Planning	Art	Student & Plann
Instrumental Music - Band	Music Theory	Planning	Gen. Science IME	Study Hall	Gen. Science IME	Instrumental Music - Band	Student & Plann
Problems of Democracy	English I	Piano Planning	Piano Planning	American History	Piano	Vocal Music	Piano
	American History	Study Hall	American Hist.	Health & P.E.	Planning	Health & P.E.	Coachin
10-12 Consumer Math	Planning	Gen. Math	Electronics	Industrial Arts	Industrial Arts	Study Hall	Student & Plann
Furniture Repair & Upholster(B&G)	Drafting	Woodworking II	Planning	General Shop	Woodworking III	Industrial Crafts	Student & Pl
Study Hall RM. Bldg. 301, 200	Planning	Home Ec. III, Good Buymanship/Cloth.	Modern Living 9-10	Planning	Study Hall RM. Bldg. 301, 200	Yearbook	Student & Plann
Bachelor's Club	Indian Traditional & Mod. Liv.	Planning	Modern Living	Planning	Mod. Living	Arts & Crafts	Student & Plann

Bruce Hoover 22 march 70

Introduction:

The program that is planned to be developed is one that is directed toward the students at Wingate High School who have shown academic abilities and who show a desire for an honors program. This program would be for students who are fairly good in most of their school work. Most would have ability to do further work in college upon completion of high school. This will be a Summer School program. They may, however, need additional work to develop study and research skills and attitudes necessary for success after high school. They have an interest in improving themselves.

The program will be of six weeks length with half of the emphasis on the students doing independent research in different areas. The students will be assisted in these areas by several resources areas depending on students' abilities and background. We tentatively plan for each student to do three research papers. The students will get help with the resource material from different teachers who have a special interest in the material and help with their research and writing of the paper from other specialists in language arts and from the library staff.

The other part of the program will be a program similar to the High Potential Indian Student Program developed for students at Intermountain School by Project NECESSITIES. This program being about half as long as the prepared material will require not all of the program to be used.

The Fact and Opinion portion and the Power Skills portion of the program will be primary parts of the program that will be used. I plan to develop this program with help from the materials already prepared and making it fit our particular situation.

Don Kinsey and Larry Leathermon

First and Second Grade unit on Social Studies

We are working on a unit, of unspecified time limit, on the comparison of two different but similar economic situations. This would be the comparison of a Navajo and Eskimo community.

We are interested, not so much the assimilation of information by the child, but the ability of the child to develop discrimination, cooperation, and communication skills.

Don B. Kinsey & Larry Leathermon 1st & 2nd Grade Unit

DRAFT UNIT DEVELOPMENT WORKSHEET

Development Steps	Unit Overview
A STUDENT RESOURCES (Unit Specific)	
UNIT CONCEPT MIX	
Master Concept/s	DISCRIMINATION INTERACTION ?
Locational Concepts	
Time of Action	Present
Theatre of Action	Community
Actor's	Community Members
Type of Action	Interpersonal Relationships [sharing information]
Subconcepts	Economics Interaction
UNIT SKILL MIX	
Cognitive (thinking)	Similarites & Differences : DISCRIMINATION ?
Affective (feeling)	Cooperation & Communication
Psychomotor (acting)	Role playing & Arts & Crafts
Concept Formation	~~Oral Language~~ Concrete [illegible] > Concrete
Practical	Story telling & experience charts
Communications	Oral language
D UNIT CONTENT MIX	
Primary	Comparing the Navajo & Eskimo Community
Comparative	Economics of the two communities
Culture Specific	Community/Family
UNIT INSTRUCTIONAL OBJECTIVES MIX	
Concept	Knowledge of other areas in comparison with child's
Skill	Oral language - recall
Content	
F UNIT INSTRUCTIONAL PLAN	Masks
Methods	Role playing, Arts & Crafts, and Oral Communication
Media	Movies, filmstrips, overhead, tapes, etc.
Material	Books, Art materials, etc.
UNIT EVALUATION PROCEDURE	Demonstrate the ability to discriminate differences & similarities between films of an Eskimo & Navajo Comm.

D. Marshall

FACT AND OPINION

Changes for Cibecue Day School, 8th grade:

1. Simplify sentences for "Fact and Opinion" statements.
2. Rewrite "The Argument" changing to a girl who tells her mother she is going to a social dance at the community building the night before a Sunrise Dance. No driving is involved, but the mother is concerned about the children walking along and the probability of drinking at the dance. The points will be very similar to those made in "The Argument". (home communications)
3. Rewrite "The Transaction" to fit a trading post situation in our area. This might be concerned with a situation in which the Indian's check has been sent to the trader. Joe feels he should have received more cash than the trader provided. Since Apaches in our area do not have bank accounts, the younger man will have paid a bill with a money order and will have that receipt. They will have to go to Whiteriver for Legal Aid or the Tribal Attorney. (store communication)
4. Rewrite "The Case of Edwin." This school communication will become a situation possible for an elementary day school. Written in a more elementary manner, concerning a student council member who has a fight during a basketball game, with his subsequent punishment should make a suitable situation for evaluation.
5. Rewrite "The Drinking Party." This will become "Breaking and Entering" which concerns children of alcoholic parents who break into a trailer to find a place to sleep. The trader who owns the trailer knows who broke in but refuses to hear why the children did so. The trader, the police, and the children's teachers all become involved in the story. (larger community communication)

The techniques demonstrated will be used, but simplified as needed.

George Potts

Description of Project:

I have been revising a unit in current affairs that I had written before coming to Project NECESSITIES. My unit included student needs, objectives and skills, course description, evaluative instrument, and materials available. I have received many concrete suggestions in revising my unit from small groups, individuals, and members of the staff. Linda Elbow has been extremely helpful in helping me understand many of the workable parts of Project NECESSITIES in revising my unit. I plan to implement this unit in our social studies program next fall and write other units on a similar bases.

Lotsee Smith 22 March 70

Project Statement:

I am developing a unit on the concept of Power for secondary students with emphasis on the intructional unit plan (i.e., methods, media and materials).

The sub-concept will be:

1. Sources of power (political, social and organizational (institutional)
2. Elements of action in the power structure
3. Interaction of the elements
    - which involve the actors, conflict, cooperation and change

Behavioral objectives for the students are:

1. To identify sources of power and the actors in the power structure
2. To be able to communicate,i.e., express feelings and ideas in conflict situations.
3. To demonstrate cooperation through interaction with others

UNIT: POWER

A. Assess Students

B. Concept

  1. Power

    a. Subconcepts
      (1) Sources of power---political, social and organizational (institutional)
      (2) Elements in the power structure
      (3) Interaction of the elements: actors, conflict, cooperation, resolution

    b. Locational Concept
      (1) Time---present
      (2) Place---school, community, state, national
      (3) Actors---students, school personnel, others

    c. Concept Objectives
    What are the sources of power---social, political, and institutional? How do they affect the individual and how does the individual operate within these power structures?

C. Skill Mix

  1. Cognitive (experiences)

    a. Observe---field trips

    b. Identify---

    c. Discriminate---reading, current news articles

  2. Affective

  3. Psychomotor

  4. Concept formation

  5. Practical Skills---participation in situations, e.g., power/powerlessness situations, and conflict situations.

  6. Communications---verbal and written expression.

D. Content

E. Instructional Objectives

  1. Mix of concept, skill and objectives

    a. Subconcept---sources of power

(1) Skill
    (a). Observation---field trips
    (b). Reading---newspapers, magazines

(2) Objective
    (a). Create awareness of sources of power and identify these sources.

b. Subconcept---Elements of Action

(1) Skill

    (a). Reading/study from selected bibliography
    (b). Observe and/or participate in drama
    (c). Films
    (d). Listen to tapes

c. Subconcept---Interation of these Elements

(1) Skill
    (a). Verbal communication involving conflict, cooperation, via role playing, discussion-analysis of case studies, games, small group sessions, debates, argumentative discussions.

    (b). Written communication, bia, story writing, news reporting, interpretation of a given situation.

(2) Objective
    (a). To be able to participate in interaction situations demonstrating conflict, cooperation, and resolution of conflict.

F. Instructional Plan

1. Methods, media, material

    a. Field trips---courts (tribal, county, municipal, state); school board meetings, tribal council meetings, city council meetings, student council meetings, state legislature.

    b. Resource people---council members, lawyers, Civil Liberties Union representative, school administrator, tribal members, industrial executive, state legislator, BIA administrator/or other federal administrators, etc.

    c. Print and non-print material. (See supplemental list at bottom)

SUPPLEMENTAL OR ENRICHMENT ACTIVITIES

1. All day symposium involving question, answer sessions, guest lecturers, films, seminars.

2. Non print material---video tapes, tape recordings, films, filmstrips, telelectures.

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A. STUDENT RESOURCES	Age: 19-20. Sexual awareness. Social awareness. Background of disorientated family life. Background of animals patterns of mating. Lack of of background of middle class family structures - roles and responsibilities. Background of Navajo roles and responsibilities in family life.
B. MASTER CONCEPT	Change/Valuing in family living.
Locational	Navajo - Brigham City - Eskimo
Time	Past - Present - Future
Theater	Family living/themselves
Types of Action	Social/Cultural
Subconcept	Conflict/Cooperation in family living. Interaction.
C. UNIT SKILL MIX	
Cognitive	Identify family structures, evaluate different systems.
Feeling	Communication, cooperation in family, self-awareness, understanding.
Psychomotor	Structuring family roles and responsibilities.
Concept Formation	Would you allow your children to go to a boarding school? If not, where?
Practical	Lists expectations
Communication	Role playing, reading.
D. UNIT CONTENT MIX	
Primary	Family
Comparative	Eskimo, Anglo, Spanish
Cultural Specific	Navajo family

E. UNIT INSTRUCTIONAL OBJECTIVES	
Concept	Describes family life that enlarges self and other perception. (Identity) Analyizes ways conflicts are resolved.
Skill	Reads books concerned with aspects of family living. Supports decisions for choice of family style. Uses vocabulary meaningfully. Role playing.
Content	Family tree. Makes self-analysis of personality. Makes a chart of family structure. Makes a Toy house.
F. UNIT INSTRUCTIONAL PLAN	How is the family of the past different than that of today and tomorrow?
Methods	View video tape on Navajo, Anglo, and Spanish families. Build an ideal family and home. Role playing. Discussion.
Media	Film, film strips, video tape.
Material	Books.
G. UNIT EVALUATION PROCEDURE	Students can structure a family they want in their own lives.

JUNE 7 - 26, 1970

CURRICULUM DEVELOPMENT

BRIGHAM CITY PRACTICUM

PROJECT NECESSITIES

PHASE III

VOLUME III, APPENDIX C

BRIGHAM CITY PRACTICUM - JUNE

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* Samples of these materials are contained in the Fort Hall and March Brigham City Practica, and are not repeated here.

PROJECT NECESSITIES box 575 brigham city [illegible]

PROJECT NECESSITIES - JUNE CURRICULUM PRACTICUM

June 7 through June 26

We are now ready to complete final arrangements for the three week curriculum practicum in June.

I. OBJECTIVES (output oriented)

A. NECESSITIES curriculum projects

1) Elementary - To complete introductory units and expand outlines for grades K, 1, 2, and 3.

2) Secondary - To complete and expand the junior/senior year High-Potential Student Program.

B. Individual curriculum projects - To support completion of individual projects begun earlier this year.

C. Curriculum Process - To continue strengthening curriculum development and training skills in participants.

II. SCHEDULE

Regular work day Monday through Friday. (15 days)

III. MEALS & ACCOMMODATIONS

A. Meals will be catered at the Project offices. One dinner party each week will be held at a staff house.

B. Accommodations will be in the employee quarters at Intermountain School. There is a possibility of limited family accommodations for early registrants.

801-723-8591 ex 287 or 801-723-2838

IV. TRANSPORTATION & RECREATION

Transportation from and to Salt Lake City will be arranged for participants arriving by air. Cars will be available for local trips. A bus can be arranged for larger group weekend trips. Outing for swimming, bowling, and other recreation can be arranged by the participants' recreation committee.

V. PARTICIPANTS

Limited to 33 teachers and administrators. (15 Bureau of Indian Affairs, 18 public) Preference will be given to those who attended a previous Project practicum, although there will be limited opportunity for other qualified applicants. The number of participants can be increased if individuals are willing to pay their own expenses at cost.

VI. CREDIT

Arrangements are being finalized for 6 quarter hours of (graduate or college) education credits through Utah State University.

VII. COST

The Project will pay all expenses connected with the practicum. Travel at tourist class, round-trip air fare from nearest home. Ten cents per mile to and from airport (or to Brigham City if total amount does not exceed commercial transport cost). Meals and reasonable incidentals will also be covered. Participants from nearby who travel home weekends will be given the cost of meals missed or travel expenses, whichever is less. Travel advance checks will be mailed by May 25. (Bureau employees should ask for tax-exempt air tickets. Give T.E. #4934.)

VIII. PRE-REGISTRATION

Please return the attached registration form by May 20 if at all possible.

IX. ADDITIONAL INFORMATION

If you need more information, call Mr. Ruopp or Mr. Holmes collect, person-to-person.

Fill out only if you plan to attend

Project NECESSITIES Practicum Registration

Name________________________________ ☐ Bureau School ☐ Teacher
Address______________________________ ☐ Public School ☐ Administrator
________________________________ ☐ Elementary ☐ Secondary

Home Phone_____________ Business Phone______________ Best time to call____________________

I want to work on:
☐ Project elementary curriculum.
☐ Project High-Potential secondary curriculum.
☐ My own project.

Prefer ☐ Single ☐ Double Accommodations.

If double, suggest______________________________ as roommate.

☐ I would like to bring my family. ☐ Wife ☐ Children

☐ I plan to register for ☐ college ☐ graduate credit.

☐ I will be driving.

☐ I will be flying to Salt Lake City.

☐ Please send $__________ travel advance.

MEMORANDUM

TO: June Curriculum Practicum Participants

FROM: Richard R. Ruopp

SUBJECT: Administrative Details

1. REGISTRATION FOR CREDIT will be carried out Monday, June 8 between 4:00 and 5:00 p.m. Each participant desiring credit will register for two courses as designated by Utah State University, each for 3 credit hours. The 6 hours of credit will be at the graduate level so they may be presented for transfer to other institutions at either the graduate or undergraduate level. Credit will be given with a written evaluation upon completion of some actual curriculum project. Final determination of credit will rest with myself from the Project and Dr. Malcolm Allred from Utah State University.

2. MEALS FOR FAMILY MEMBERS can be arranged at breakfast and dinner for a nominal sum providing Mrs. Cheryl Holmes, our caterer, knows at least one full day in advance.

3. "SIGN-OUT" FOR WEEKENDS - We need to know by Thursday morning each week who is planning to travel home or on a trip for the weekend so we can schedule the appropriate number of meals for Saturday and Sunday. As stated in the first memo sent to you, the Project will reimburse the cost of missed meals or travel expense, whichever is less.

4. CHECK CASHING - Checks up to $10 will be cashed at the Project offices. See Miss Pretty Paint or Mr. Dennis Holmes. Checks over $10 should be initialed by Mr. Holmes or myself and will then be cashed without question at the Box Elder County Bank, 156 S. Main Street.

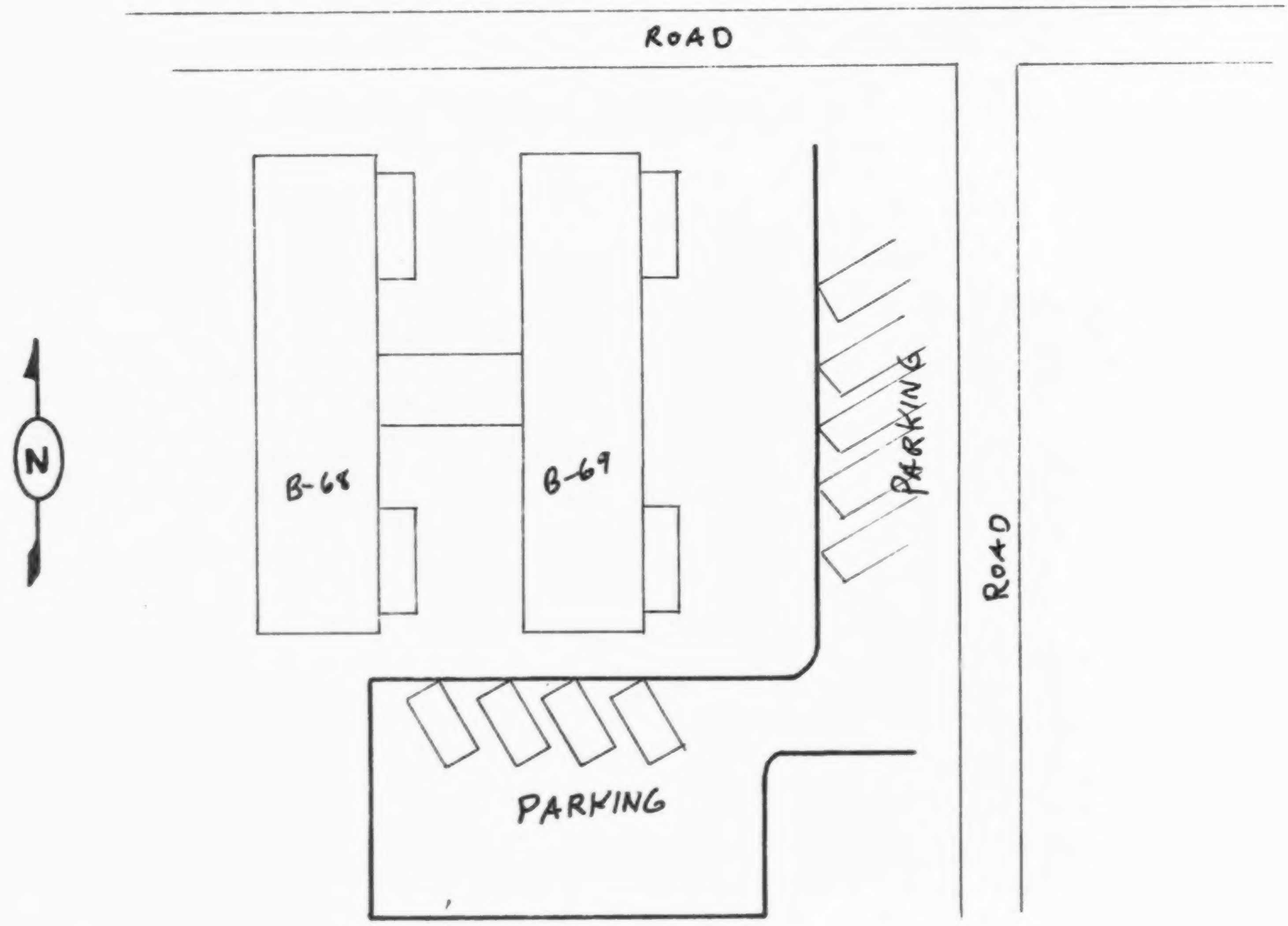
5. USE OF PROJECT PHONES - Please feel free to use the Project phones for local or long distance calls. If you do not call collect or on a credit card, ask for time and charges when you place the call and reimburse the Project. Official calls can be made over our government lines. Ask Pauline Sam for assistance.

6. MAIL - Out-going mail can be left on the receptionist's desk where it will be picked up each morning.

7. MESSAGES - On the cork board next to the receptionist's desk is a space reserved for messages. Phone calls, mail call, and messages from staff or other participants will be posted here. Please check occasionally.

8. RECREATIONAL ACTIVITIES - On the same cork wall is a space labelled activities. If you are planning or want to plan a sight-seeing trip or other recreational event in which you would like to include others, please post a note.

9. PARKING - Please park nose in along right side of parking space or in front of ISC. The remainder of the parking area is reserved for the ISC Film Center.



PROJECT NECESSITIES box 57[illegible] brigham city utah 84[illegible]

MEMORANDUM #2 - May 25, 1970

PROJECT NECESSITIES - JUNE CURRICULUM PRACTICUM

June 7 through June 26

1. We are expecting participants to arrive no later than 9:00 a.m. Monday, June 8.

2. Someone will be at the Project offices from 1:00 p.m. on Sunday afternoon for those of you driving. Packets with information, keys for rooms, etc. will be waiting for you.

3. For those ofyou coming by air: If you are B.I.A. employees you are reminded to request tax exempt tourist tickets when you make your reservations. When you pay for your ticket, you will be given a form to sign. Use tax exempt code #4934.

   Send us a note or telephone (collect - AC801-723-2838) the arrival time and airline on June 7. Transportation will be provided from the airport.

4. For those of you driving, mileage will be paid up to the cost of tourist class travel plus 10¢/mile from your home to the airport, or 7¢/mile which ever total is less.

5. The enclosed travel advance for those who requested it is to cover travel and reasonable expenses plus a bit extra. Please save receipts. You will fill out an expense report here and reimburse the Project any unexpended funds or be refunded small overages.

6. Reminder: Accommodations, meals, and tuition are provided by the Project. There will be no per diem.

7. The first meal will be served at the Project offices Monday morning at 8:00 a.m.

8. Enclosed is the first day schedule, Monday, June 8.

9. Dress: It is warm here in June. Dress will be informal during the Practicum (slacks, sport shirts, shorts). You probably will want to bring dressy clothes for evenings out.

There will be over 30 participants for the Practicum, about evenly divided between Bureau and public schools. We look forward to seeing you soon!

801-723-8591 ex 287 or 801-723-2838

PROJECT NECESSITIES box 575 brigham city utah 8 [illegible]

WELCOME TO THE JUNE CURRICULUM PRACTICUM

NAME ____

ACCOMMODATIONS __________________________________

Included in this packet are the following materials:

Left Hand Pocket:

1. NAME TAG - If your name is spelled incorrectly, or you would like a nickname, see Miss Pretty Paint.

2. REGISTRATION CARD - Please fill out and return to Miss Pretty Paint. In the upper right hand corner put an E if you plan to work in the Elementary section--an S for the Secondary section of the Practicum.

3. For new participants only PARTICIPANT RESOURCE INVENTORY - We need this completed by Monday noon so that we can complete and distribute a PARTICIPANTS' ROSTER.

4. MEMORANDUM containing information about: registration for credit, meals for family members, sign-out for weekends, check cashing, use of telephones, mail, messages, recreational activities, and parking.

5. CURRICULUM TASK CHOICE LIST

6. ELECTIVE CHECK LIST

7. A NOTE ABOUT PROJECT NECESSITIES

8. PRACTICUM STAFF ROSTER

9. FIRST WEEK PRACTICUM SCHEDULE

Right Hand Pocket:

1. Maps of Intermountain and Brigham City.

2. Information about mail delivery, physicians, dentists, taxi service, cleaners, liquor laws and store, movie theater schedules.

3. Information about ISC, Intermountain School, Brigham City, Ogden, Logan, restaurants and drive-ins.

801-723-8591 ex 287 or 801-723-2838

Mail Delivery: The mail is delivered to Project NECESSITIES Office at 11:00 a.m.; there is another delivery to Intermountain School sometime between 3:00 and 4:00 p.m. The mail leaves the Brigham City Post Office at 8:00 a.m. (mail must be there to be sorted by 7:00 a.m.); mail leaves at 1:45 p.m. to Logan and Cache Valley; evening mail leaves at 6:00 p.m. (must be at the Post Office by 5:00 p.m.)

Brigham City Physicians:

Dr. Dean L. Bunderson	723-5297
Dr. Thomas L. Hannum	723-5248
Dr. W. R. Merrell	723-6987
Dr. M. Reed Merrill	723-5201
Dr. S. L. Moskowitz	723-5314
Dr. J. Howard Rasmussen	723-2026
Dr. Otto F. Smith	723-5248
Dr. J. Gordon Felt	723-3475
Dr. Arnold B. Gilbert	723-2475

Brigham City Dentists:

Wynn S. Andersen	723-3272
Richard C. Cheney	723-3272
R. W. Fishburn	723-6089
Jay H. Griffin	723-8182
Richard W. Hadfield	723-2318
Edwin C. Harrison	723-5434
Robert H. Jenson	723-6120
W. Lewis Knudsen	723-8913
William O. Knudsen	723-2038
Charles A. Munns	723-5077
A. Edward Warren	723-6120

Taxi Service:

Brigham City doesn't have regular taxi service. However, Hertz Rentals are available by the hour, day or week. Hertz Rent-A-Car Licensee, Hansen Chevrolet Co., 816 North Main, telephone 723-5255. The rate is $12.00 a day at 12¢ a mile.

Cleaners:

Lichtenstein Finer Cleaners, 55 N. Main	723-5173
Hy-Quality Cleaners, 330 S. Main	723-3033
Modern Cleaners, 36 N. Main	723-3776
Norge Laundry and Dry Cleaners, 35 East 7 South	723-8071
Reeves' Reliable Cleaners, 132 S. Main	723-3725
Shelton Cleaners, 146 N. Main	723-5886

Prices

Article	Cash & Carry	Delivery
Suit	$1.50	$1.60
Dress	1.50	1.60
Top Coat	1.75	1.75
Pants	.75	.80
Skirt	.75	.80
Shirt	.75	.80
Blouse	.75	.80

Norge Do-It-Yourself Dry Cleaning is $2.00 per 8 lb. load.

LIQUOR LAWS

Beer is available at taverns and grocery stores throughout Utah. Its alcoholic content is 3.2 percent. Most popular brands of liquor are carried by state stores and licensed package agencies. Sale by drink over the bar is illegal in Utah. But most taverns and some restaurants are licensed to sell mixers if customers bring their own bottles. Brigham City restaurants do not sell mixers. The state liguor store in Brigham City is located at 12 West Forest Street.

MOVIE THEATER SCHEDULES

	Winter Schedule	Summer Schedule
BIG SEE DRIVE-IN THEATRE Perry	Nightly beginning at 7:00 p.m.	Later hour - at dark
CAPITOL THEATRE 53 South Main	Beginning at 5:00 p.m. weekdays Beginning at 1:00 p.m. Saturdays, Sundays, and holidays	Beginning at 1:00 p.m. daily
ROXY THEATRE 106 South Main	Beginning at 6:45 p.m. weekdays Beginning at 1:00 p.m. Saturdays, Sundays, and holidays	Same

SERVICES PROVIDED BY INSTRUCTIONAL SERVICE CENTER

The TRAINING SECTION of the Instructional Service Center, in cooperation with the Central Office, Area Offices, colleges and universities, is staffed and equipped to provide assistance to Bureau and public schools in the development and execution of education workshops at the Center or in the field; obtaining consultants, collecting materials, preparing displays and multi-media for use in conferences, seminars, and workshops; as well as providing practical training to Bureau employees in the proper selection, integration, and utilization of instructional materials and multi-media.

The Center includes a PROFESSIONAL LIBRARY, formerly called the Servicewide Library, which provides materials and professional assistance to support preservice and inservice training programs, workshops, seminars, and conferences, for Bureau of Indian Affairs, public schools, and tribal education personnel. It also includes media specialists and aides for the Instructional Materials Center.

The PRODUCTION AND DISTRIBUTION SECTION of the Center produces quality motion picture training films, special video-taped productions, photography and art work for printed materials, traveling exhibits, workshops, for Bureauwide distribution. The Center distributes nearly 6,000 17 mm educational films from its Bureauwide Film Service to Bureau Schools each year.

As requested by the Central and Area Offices, a variety of printed materials will be produced and distributed by the Instructional Service Center.

INTERMOUNTAIN SCHOOL

The first hope of acquiring what has become Intermountain School arose in the fall of 1948, when a group of officials was sent to investigate the suitability of the former Bushnell Hospital in Brigham City, Utah as a school for Navajo Indian children.

Bushnell General Hospital had been opened in 1942 and operated until 1946 as a general hospital by the army. In closing the hospital, all temporary buildings were dismantled and all equipment in the plant was removed. In a number of instances, buildings were left partially finished because plant expansion was still going when the order for closure as a hospital was given.

By the fall of 1948, after exhaustive surveys, no users had been found with programs sufficiently large to operate this huge plant. An institution that had formerly cost around $14,000,000 for plant and equipment seemed doomed to be written off as a total loss to the government.

At the suggestion of Senator Arthur V. Watkins of Utah, a group of administrators, educators, engineers and other technicians of the Indian Service made their first visit to the plant in 1948. They recommended its suitability as a school for Indians, principally Navajos, because the Navajo Tribe had the largest number of school-age children who were lacking school facilities.

Discussions with community leaders of Brigham City and leaders of the state, and a later visit to the plant by a committee of the Navajo Tribal Council, backed up this recommendation for a school at Brigham City. Remodeling for the change in function from a hospital to a school for growing children was also necessary.

By January of 1950, remodeling, equipping, and staffing had progressed to the point where 540 students were accepted. Since then the school had steadily grown to its enrollment of over 2,000 students.

Intermountain School offers elementary and full accredited high school education with special emphasis on vocational training. Students come from the Navajo reservation located in southeastern Utah, Arizona, and New Mexico.

It is virtually a community within itself, with its own kitchens, swimming pool, theatre, bowling alley, arts and crafts gift store, gymnasium, auditorium, library, religious chapel, medical and dental clinic, and others. Students find employment opportunities in the community.

Visitors are welcome at Intermountain School. Weekday hours are from 9 a.m. to 4 p.m. Inquire at the Administration Building.

BRIGHAM CITY, UTAH

Brigham City, Utah, county seat of Box Elder County, was first settled in 1851, just four years after the first Mormon pioneers arrived in Utah. It was incorporated in 1867, 27 years before Utah was admitted to the Union.

While the 1960 population was enumerated at 11,728, a gain of 5,000 during the decade, continued growth brings the 1965 figure to approximately 14,000.

Brigham City is located 60 miles north of Utah's capitol, Salt Lake City, on the western slope of the towering, snow-covered Wasatch Mountains, near the shore of the Great Salt Lake.

Famous for peaches, other fruits and vegetables, Brigham City holds an annual harvest festival, started in 1904, known as Peach Days. This is held each September.

The big "Welcome to Brigham" sign across Main Street calls attention to the World's Largest Migratory Bird Refuge, located on 64,216 acres of nearby Bear River Bay of Great Salt Lake where visitors are always welcome.

Altitude of the area is 4,439 feet.

UTAH THE BEEHIVE STATE

Salt Lake City was founded by Mormon Pioneers, under the leadership of Brigham Young, who entered the valley July 24, 1847.

The city is situated in a beautiful mountain valley 17 miles from Great Salt Lake, one of the largest inland bodies of salt water in the world.

The lake is a remnant of pre-historic Lake Bonneville, which was 350 miles long, 145 miles wide, and had a maximum depth of 1050 feet. Terraces along the mountain ranges east of the city were originally beaches formed by the lake at its various levels.

At present Great Salt Lake is 75 miles long, 50 miles wide, and has an average depth of about 50 feet. The water is approximately 25 percent salt---so dense that a person floats on its surface like a cork.

Industry's involvement in Utah is advancing at a rapid pace. The world's largest man-made excavation, the Bingham Canyon Cooper Mine, is a few miles from downtown Salt Lake City. Defense installations, smelters and refineries, and major manufacturing concerns provide many jobs and channels millions of dollars into Utah's burgeoning economy.

Salt Lake City's jet-age airport brings the vacationer and business traveler to within a few minutes of downtown and sets the skier down less that an hour's drive from four major Utah resort areas.

A little more than a century has passed, and Utah has truly "blossomed as the rose." More than one million people live, work, and play in Utah's abundant scenic and recreational surroundings. Salt Lake City, Church of Jesus Christ of Latter-day Saints (Mormon). The mighty Wasatch Range rises 7,000 feet from the city's doorstep on the east. Stretching to the north and south are many cities and towns, and mile-upon-mile of patchwork farmland. To the west lies the Great Salt Flats, scene of the famous world land speed record trails.

Utah is a state of culture and refinement. Nine universities and colleges offer upper division advancement in every major field of study. The renowned Utah Symphony Orchestra, the Utah Civic Ballet, a fine theater-in-the-round, and a yearly Shakespearean Festival add a variety of experiences in the performing arts. Utah also has its share of art galleries, museums, and a host of individuals who have distinguished themselves in the visual and literary arts. Nature has provided Utah with an incredible variety of scenic attraction. Thousands of lakes and streams set in mountain wilderness areas contrast the immense regions of red rock formations and canyon areas. Man brough a unique history, built cities, rods, and recreational facilities so that each of us may better "Discover the Different World of Utah."

GOLDEN SPIKE EMPIRE

Utah's historical roots lie in this four-county area in the northwestern region of the state. Trappers in search of beaver and other fur-bearing animals explored here in the 1820's. One of them, Jim Bridger, discovered the Great Salt Lake. Others, such as Etienne Provost, Jedediah Smith and Peter Skeen Ogden, soon were to follow. It was here that Miles Goodyear became Utah's first permanent settler in 1844. And it was here, on May 10, 1869, that the rails of the Central Pacific and Union Pacific railroads were united by a ceremonial golden spike, the nations first trans-continental railroad.

From those beginnings, "the Golden Spike Empire" has prospered as a modern network of industrial cities and rural communities, supporting more than 300,000 in the fertile land between the snow-capped Wasatch Mountains and the Great Salt Lake. Greater Ogden, with a population of 124,000, is Utah's second largest city. The Ogden Municipal Gardens are among the most outstanding in the West; and its National Guard armory houses the original gun models of Utahn John Moses Browing, world's greatest inventory of firearms.

The dozens of towns and villages sprinkled liberally throughout the Golden Spike Empire range from starkly suburban to quaintly rural. In North Salt Lake, there is the Valley Music Hall, an elaborate Theater-in-the-Round, which presents top entertainment all year long.

There are the quiet, tree-shaded towns of Farmington, Tremonton and Brigham City, clean communities reflecting their long Mormon pioneer heritage. There is Corinne, once a "hell on wheels" railroad camp, now a sleepy farm village not far from the Golden Spike National Historical Site. Not far from Corinne is the Thiokol Chemical Corp. Plant that makes solid-fuel motors for missiles; spectacular tests can frequently be seen from the highway.

This region is an empire of scenery, dominated by the lofty Wasatch Mountain Range, through which travelers can motor over numerous scenic routes. Morgan County is a Swiss-like valley, high, green and fertile, with small prosperous farms. Not far from the Great Salt Lake, just west of Brigham City, is the Bear River Migratory Bird Refuge, the world's largest. More than 200 different species have been observed by visitors in its 64,900 acres of marshland.

OGDEN, UTAH

Ogden and the Weber Basin were Indian country prior to the entry into the area by Ashley's Fur Brigade in 1824-25. In 1869, two great railroads linked the nation by the driving of the Golden Spike at Promontory, just West of Ogden. This was one of the most important events in our nation's history and Golden Spike Day is celebrated annually on May 10.

With the completion of the unique Lucin Cutoff across Great Salt Lake in 1903, Ogden gained new recognition as a railroad center. It has maintained this prominence throughout the years and its vast railroad yards now handle more cars than any center between Chicago and the Pacific Coast. Along with its status as a transporation hub, Ogden is now recognized as a major industrial center and a focal point for livestock and agricultural activity.

Ogden is a beautiful city with a population of about 80,000. It was laid out in 1850, and is situated east of the junction of the Weber and Ogden rivers and at the foot of the Wasatch range of mountains. Two major defense installations add some 20,000 jobs to a bright employment picture. Ogden is a diversified industrial city, a livestock center, the scene of expanding commercial and increasing tourist activity.

Annual events attract thousands to the city. These include the famed Ogden Pioneer Days celebration and All Faces West pagent in July and the outstanding Spike Livestock Show in November.

Ogden's educational program is recognized among the top in the nation. This is the home of Weber College, a fast-growing four year institution.

Nearly every major church has facilities in the Ogden area.

THINGS TO SEE

Ogden, Utah:

Ogden City is located 35 miles north of Utah's capitol city of Salt Lake. It has a population of 80,000 and is the trading center for 130,000 people.

Snow Basin is one of the West's great ski areas. It is just 20 minutes from downtown Ogden and annually attracts many thousands of Utahns as well as skiers from across the nation.

Pine View Lake, located in the beautiful Ogden Valley, is ideal for boaters, water skiers and fishermen, also for camping and picnics.

The Ogden Municipal Gardens, in summer or winter, by day or by gaslight at night, trill visitors. They are located in the center of downtown Ogden.

Weber State College, a dynamic and growing 4-year institution, has a striking beautiful foothill campus and is the site of many high caliber athletic and cultural events.

A Trappist Monastery is located in Ogden Valley just 9 miles east through Ogden Canyon. The Brothers maintain one of the finest dairy ranches in the west. Visitors are welcome at any time.

John M. Browning Armory, 5100 South Washington Blvd., contains a collection of the original models of Mr. Browning, from which more than 30 million firearms have been made.

Salt Lake City:

Salt Lake City has won renown among world travelers as "one of the most beautiful and interesting cities on earth." This reputation is borne naturally by this center of historic, scenic and business interest. Guests in the city are usually enchanted with the clean, bracing atmosphere and the friendly people...amazed by the straight broad streets which measure 132 feet wide.... thrilled with a truly magnificent setting.

Salt Lake City:

Temple Square, a symbolic center of the Mormon religion, is dominated by the beautiful Temple. Visitors are welcomed and free guide service is provided for the domed tabernacle and other attractions on the beautiful 10-acre grounds. Free organ recitals are held each day.

Daughters of Utah Pioneers Museum is a replica of the famed old Salt Lake Theater, and is filled with exhibits of Mormon pioneer artifacts.

The University of Utah has a huge campus taking in much of historic Fort Douglas. Open to the public are the Utah Museum of Fine Art, the Geology Museum, and the Museum of Anthropology.

The Hogle Gardens Zoo has a large and varied collection of birds and animals, including Shasta, Amercia's first half tiger-half lion.

North America's largest open pit copper mine is located 28 miles southwest of Salt Lake City.

Great Salt Lake, whose one-fourth salt content makes the water so heavy that bathers float high, has several beaches with fresh water showers and concessions.

The canyons east of Salt Lake City have beautiful ski resorts, picnic facilities and good highways. Brighton and Alta ski resorts have some of the finest skiing in the world.

Brigham City:

The Golden Spike National Historic Site is located thirty-seven miles west of Brigham City. A stone monument marks the spot where the first trans-continetal railroad was completed on May 10, 1869. Elaborate plans are being made for the Centennial Year celebration this year.

Railroad Village Museum, Corinne, has early engines, cars, various railroad and "Golden Spike" artifacts, and a complete old-fashioned railroad station. Located approximately 6 miles northwest of Brigham City, this is a "must" for youngsters.

The Bear River Migratory Bird Refuge is one of the largest nesting places for ducks and geese in the entire world. Over 200 different species of birds have been observed at the 64,900 acre marshalnd, approximately 15 miles west of Brigham City.

Logan:

Logan is situated at the edge of beautiful Cache Valley, noted for its farmlands. Its Mormon Temple is one of the most imposing in the state. One of Utah's prettiest towns, it is the home of Utah State University, Intermountain Herbarium and many other historic and educational sites. Utah State University has a variety of activities, such as plays, musicals, athletic events, etc. Famous in the western states for their cheese is the Smithfield Cheese Plant located just a few miles north of Logan. Winter activities of the area include skiing at Beaver Mountain and watching the elk feed at Hardware Ranch. (You can take a sleigh ride out to see the elk being fed as they come down from the high areas in the wintertime.)

RESTAURANTS

Brigham City, Utah

Earl's Cafe
714 South Main
723-6941
5:00 a.m. - 10:00 p.m.

Idle Isle Cafe
24 South Main
723-8072
11:30 a.m. - 9:00 p.m.
Closed Mondays

Jessie's Fine Foods
Perry, Utah
723-2639
4:30 a.m. - 12:00 p.m.

Maddox Ranch House
Perry, Utah
723-8222
11:00 a.m. - 10:00 p.m.
Closed Mondays

Ringside Cafe
380 North Main
723-8085
5:00 a.m. - 10:00 p.m.
Closed Thursdays

Golden Spike Cafe
Corinne, Utah
744-8581

DRIVE-INS

Brigham City, Utah

Arctic Circle
808 South Main
723-7593
11:00 a.m. - 12:00 p.m.

Bill's Drive-In
777 North Main
723-6133
11:30 a.m. - 12:00 p.m.

Dairy Queen
656 South Main
623-2785
11:00 a.m. - 12:00 p.m.

Frostop Drive-In
20 West 2nd South
723-8392
11:00 a.m. - 12:00 p.m.

Golden Spike Cafe
Corinne, Utah
744-8581

Peach City Ice Cream
306 North Main
723-3923
11:30 a.m. - 11:00 p.m.

Porter's A & W
Perry, Utah
723-8002
11:00 a.m. - 12:00 p.m.
Summer Only

RESTAURANTS

Ogden, Utah

Utah Noodle Parlor
2430 Grant Avenue

Kay's Noodle Parlor
2437 Kiesel Avenue

Bamboo Noodle Parlor
2436 Grant Avenue

Canton Cafe
2550 Washington Blvd.

China Nite Cafe
2783 Washington Blvd.

Andy's Chuck Wagon Buffet
3684 Wall Avenue

Bob's Barbeque Inn
2855 Washington Blvd.

Chuck-A-Rama Buffet
3225 Washington Blvd.

Bratten's Sea Food Cove
1385 South 500 West
Bountiful, Utah

Dino's Pizza House
240 Washington Blvd.

Ye Olde Pizza House & Lounge
3214 Washington Blvd.

Bratten's Sea Food Grotto
3376 Harrison Blvd

The Heidelberg (German & Old World
Rock Mill Farm
Farmington, Utah

La Casita Alegre
3019 Washington Blvd.

Lion's Den Restaurant
3607 Washington Blvd.

Mansion House (German & American)
2350 Adams Avenue

Paisanos (Italian Food)
3050 Grant Avenue

Rigo's Restaurant
2788 Washington Blvd.

Dai-Enko Tei
Junction U.S. 89 & Harrison Blvd.

El Matador
2567 Ogden Avenue

Graycliff Lodge
508 Ogden Canyon

JB's Big Boy Restaurant
(Short Orders)
2132 Washington Blvd.

Logan, Utah

Bluebird Cafe
19 North Main

The Loft House
1079 North Main

Grand Cafe
135 North Main

New Grand View Cafe
25 West 3rd North
(American and Chinese)

Mt. Logan Cafe & Polynesian Room
91 West Center St.

Zanavoo Lodge
Logan Canyon

SALT LAKE AREA RECOMMENDED RESTAURANT DIRECTORY

KENTUCKY FRIED CHICKEN --

Harman's Cafes: 3890 South on State Street
1270 East on 21st South Street
250 West on North Temple Street

SEA FOOD SPECIALISTS --

Bratten's Cove: 1385 South 500 West, Bountiful, Utah - Closed Sunday
Bratten's Grotto: 644 East 4th South Street - Closed Sunday
1355 East 23rd South - Closed Monday

AMERICAN FOOD --

Andy's Smorgasbord and Prime Rib:
(Reservations) 3350 South On Highland Drive

Beau Brummel Restaurant:
(Reservations) 3100 South on Highland Drive - Closed Monday

Quail Run: 9565 Wasatch Blvd. Reservations necessary.

Panorama Inn: 6212 Highland Drive. Reservations necessary.

ITALIAN FOOD --

Luigi's House of Pizza Restaurant: 872 East 21st South Street
Ristorante Delle Fontana: 336 South 4th East
Lamplighter Restaurant: 1615 Foothill Drive

CHINESE - AMERICAN --

Ding-Ho Cafe: 73 East on Broadway
King Joy Cafe: 364 South Main Street

JAPANESE --

Mikado Suki-Yaki House: 67 West on First South Street
(Reservations)

FRENCH --

Le Bistro: 338 South State Street. Reservations necessary.

AMERICAN --

The Balsam Embers: 2350 Foothill Drive

THE FIRST WEEK

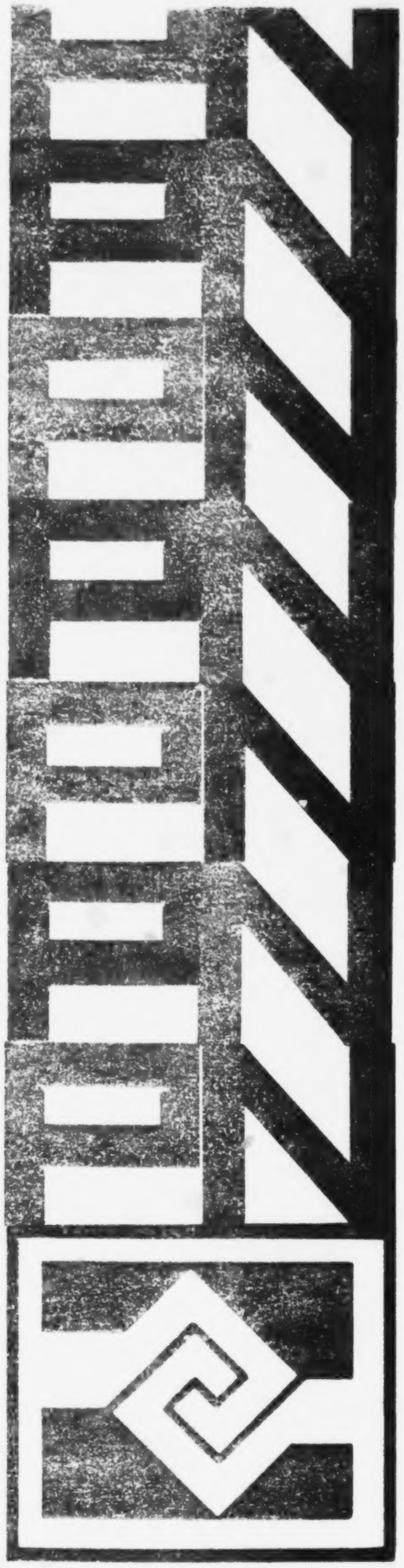
PROJECT NECESSITIES - JUNE CURRICULUM PRACTICUM SCHEDULE

Day → / Time ↓	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 - 10:30	General Session "Introduction to the Practicum"	General Session "Assessing Student Needs"	General Session "Assessing Student Needs"	General Session "Developing Student Skills"	General Session "Developing Student Skills"
10:30-12:00	"School Planning Exercise"	General Session "School-Community Interrelations"	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 3:00	"School Planning Exercise"	Curriculum Task Sessions	Curriculum Task Sessions	General Session "School-Community Interrelations"	Curriculum Task Sessions
3:00 - 5:00	3:00-4:00 School Planning Exercise 4:00-5:00 Registration for credit	Electives Staff Appointments Individual Work	Electives Staff Appointments Individual Work	Electives Staff Appointments Individual Work	Electives Staff Appointments Individual Work
5:30 - 6:30	Free	Dinner	Dinner	Dinner	Dinner
6:30 on	Dinner at the Ruopp's 6:30-10:30	Free	Free	Free	Free

PROJECT NECESSITIES - JUNE CURRICULUM PRACTICUM SCHEDULE

THE SECOND WEEK

Day Time	MONDAY - 6/15	TUESDAY - 6/16	WEDNESDAY - 6/17	THURSDAY - 6/18	FRIDAY - 6/19
8:00 - 9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 - 10:30	General Session "Choose Concept Focus"	General Session "Select Content"	General Session "Develop Instructional Objectives"	General Session "Develop Instructional Objectives"	General Session "Develop Instructional Plan"
10:30 - 12:00	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 3:00	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions	Curriculum Task Sessions
3:00 - 5:00 (Electives)	(Room F) Production Process a) Rubber Cement b) Dry Mount Tissues c) Mastic Materials	(Media Center) Audio Recording (Room F) Photography	(Jason's Office) Lettering Processes (Room F) Photography	(Room F) Duplication Processes	(Gary's Case Office) Display Methods (Room F) Photography
5:30 - 6:30	Free	Dinner	Dinner	Dinner	Free
6:30 on	Free	Free	Free	Free	Dinner at the Ruopp's house



BRIGHAM CITY

CURRICULUM PRACTICUM

June 8 - 26, 1970

STAFF ROSTER

801-723-8591 ex 287 or 801-723-2838

STAFF ROSTER

Malcolm Allred - Utah State University School of Education Representative. Dr. Allred has had extensive curriculum and supervision experience at the district, university and state levels. In addition, he has taught elementary, secondary, and university students. He is particularly concerned about elementary curriculum development at the present time, and will be a resource to that division of the Practicum.

Jason Chee - Core Staff Artist - Mr. Chee has been an illustrator for some years and has recently joined the staff to work on visual curriculum. Examples of his work at the primary level are part of the elementary section of the workshop. Jason is willing to discuss use of art in the classroom at all levels.

Paula Clifford - Core Staff Assistant Director Liaison Network - Mrs. Clifford also recently joined the staff as vital support to the Liaison Network. Mrs. Clifford had a brief stint as a primary teacher in a BIA school and spent some time at the Washington BIA Job Corps Office. She would be willing to discuss the problems of Indian parental attitude and involvement.

Thomas Cracas - Core Staff Developmental Specialist - Mr. Cracas has been with the Project since last June. He spent a number of years as a public school psychologist. He was responsible for the development of the People, Places and Things primary unit. He has a special interest in student growth patterns as related to the sequencing of curriculum content to learning. He has also recently been working on the relationship of concepts to developmental processes which could lead to materials relevant to the student's culture and self-image. Tom is available for discussion with participants who are concerned with these areas.

Linda Elbow - Consulting Staff - Over the past two years, Mrs. Elbow has had extensive experience visiting Bureau schools and developing evaluative instruments for assessing student needs, teacher success, and curriculum effectiveness. With Mr. Ruopp, she has helped to develop the Curriculum Development Process Manual which is part of the Practicum resource material. She is interested in discussing these instruments and how they can be effectively utilized.

J. Paul Ercolin - Core Staff Media Support - Paul has been employed by the Intermountain School as an Instructional Aide during the past year. He is presently working on a degree in education. He has had a wide variety of experience in media training. Will particularly interest in media support in curriculum studies.

Patty Harjo - Core Staff Junior Consultant - Patty is a Seneca-Seminole from Oklahoma. She has worked as a Junior Consultant with the Project during the summers of 1969 and 1970. Patty has helped in revising, editing and researching specific materials used in curriculum studies. She adapted the story, Napi, for illustration in the summer of 1969. She is currently editing "Nobody Loves a Drunken Indian" for the Hi-Po Program. Patty is studying museology at the University of Colorado. She will be available to discuss about Indian students in the Indian cultural and any curriculum materials she is involved with.

Sam Hedrick - Core Staff Secondary Manager - Since last June Mr. Hedrick has been working on the development of secondary school curriculum for the Project. He was responsible for the creation of the unit in Fact and Opinion. Sam, who has been a social science teacher and department head, is willing to discuss secondary curriculum development and teaching methods.

Dennis Holmes - Core Staff Assistant Director, Administration - Mr. Holmes, too, has been with the Project since June. Prior to his work with Project NECESSITIES, he was involved in helping develop a special education program for/and in teaching emotionally disturbed primary and secondary level students. Dennis is available for discussing an overview of the Project as well as special student problems.

Dan Honahni - Core Staff Liaison Director - Mr. Honahni has been establishing the liaison network between Project NECESSITIES and the Tribal Councils and Indian Education Committees around the country. His seat as Vice President of the National Indian Educational Advisory Committee to the Commissioner of Indian Affairs has enabled him to work on a national level with Indian educators and school boards. He is particularly interested in discussing the areas of Indian self-determination and parental involvement in the education of Indian children.

Candy Kovacic - Core Staff Curriculum Specialist, Economics - Miss Kovacic was responsible for the development of the high school unit in Economics: The Science of Survival, Allocation of Resources and an outline for a complete year (or segments of several years) of secondary level economic education. Candy is interested in discussing the potential use or enrichment of economics curriculum in the elementary of secondary grades. She will be arriving June 17.

Francie Pretty Paint - Core Staff - Miss Pretty Paint has worked since June as secretary for the Project. Her previous experience included secretarial work for the Crow Tribal Council and the L.D.S. Church. Francie will be interested in discussing Tribal and Indian specific curriculum with workshop participants.

Richard R. Ruopp - Project Manager and Director of Curriculum Development - Mr. Ruopp has been with the Project since its inception. He brought with him experience as a curriculum developer at the college level for ten years and graduate experience in a doctoral program in Curriculum and Supervision. He is particularly keen to discuss the refinement and enrichment of the curriculum process itself, but will also discuss any educational problems at both elementary and secondary levels.

Pauline Sam - Core Staff - Miss Sam has worked this past summer as a Junior Consultant for the Project. She contributed resource for background materials in the People, Places and Things unit. Pauline is currently working as a secretary. She has recently graduated from the business department of Haskell Institute. She will be interested in discussing Tribal and Indian specific curriculum.

Henry Tinhorn - Core Staff Junior Consultant - Henry is currently working as a Junior Consultant with the Project. He has helped in revising, editing and researching specific materials used in curriculum studies. He was helping Mr. Hedrick teach the Hi-Po Program earlier in the year. He has been in the Project since April while he was a junior at Intermountain School. Will be glad to discuss matter in his general area of interest.

A NOTE ABOUT PROJECT NECESSITIES (6/8/70)

Early in 1968 the Division of Curriculum of the Bureau of Indian Affairs set out to reform social studies education in Bureau schools. Project NECESSITIES was established. The Project has worked from the premise that both the development of curriculum and the training of teachers as curriculum developers are prerequisities for relevant reform. Only in this way will the goal of significant enhancement of educational opportunity for the Indian and Eskimo child be achieved.

A Steering Committee, whose membership was more than half Indian and Eskimo, was formed to develop goals and guidelines for the project based on research and consultation with Indian and Eskimo educational resource personnel.

On June 1, 1969, Phase I of Project NECESSITIES, originally contracted to the University of Utah, was assigned to Abt Associates of Cambridge, Massachusetts and based in Brigham City, Utah. During this Phase of Project NECESSITIES, a draft conceptual scope and sequence of social studies curriculum K-12 for Indian students was developed. Also a plan was designed to correlate the social studies curriculum (and curriculum development program) with a planned in-service teacher education program for social studies teachers of Indian students.

The second phase of Project NECESSITIES has begun the attempt to draft up-to-date effective social science curriculum for Indian and Eskimo students at all grade levels. The Project is in the process of creating a wide liaison network with BIA, Johnson-O'Malley, and mission schools, as well as Indian and Eskimo community resource people. From this source, data inputs are maximized and the potential for acceptance of new curriculum materials is enhanced. Three units have been developed: one at the primary level---People, Places and Things, and two at the secondary level---Fact and Opinion, and Economics: The Science of Survival. These units total 19 weeks of classroom activities and were field-tested with Navajo, Yakima, Warm Springs, Alaskan natives, and Sioux children in 11 schools, with 21 teachers, and over 1,000 students.

The conclusions drawn at the end of Phase II work have led to Phase III. This practicum is a major event in this third step emphasizing greater involvement of teachers who are familiar with the goals, materials, and methods of the Project and who will serve as field-testers, curriculum development specialists, and trainers of other teachers. In this fashion, the staff seeks to increase the relevance and appropriateness of social studies curriculum to meet needs of the Indian and Eskimo student.

By the end of July, the Project will have completed unit outlines and some finished units in grades K, 1, 2, and 3. In addition, a Program for High Potential Students will have been developed and field-tested. In excess of 30,000 pieces of curriculum will have been published for distribution in the late summer and early fall to accompanied by in-service teacher training.

With the support of Abt Associates and the BIA Division of Education, steps have been taken to develop a non-profit corporation to take over the Project mid-summer. Six Indian members of the original Steering Committee were selected as Trustee-elects of this new corporation and the incorporation proceedings will be completed by the end of June, 1970.

Project NECESSITIES is seeking an even more active role in being a resource for local school and community curriculum development efforts, rather than adopting a central office function. Several schools have indicated a desire to work in close alliance with the Project in the fall, as a means for active development of relevant curriculum at the local level.

PROJECT **NECESSITIES** box 575 brigham city utah 84302

BRIGHAM CITY

CURRICULUM PRACTICUM

June 8 - 26, 1970

PARTICIPANT ROSTER

PARTICIPANT ROSTER

Peggy Ahlborn - Peggy is teaching first grade at the Todd Elementary School in Uintah County, Utah. Indian students from her class are Ute-Ouray Tribe. She is interested in special education children taught in the regular classroom. Peggy is working on her masters in Library Science and will fill in hours with Indian Education and Special Education at Brigham Young University. She is also interested in audio-visual.

Terri Barstad - Terri is a kindergarten teacher at the Warm Springs Elementary School in Warm Springs, Oregon. Indian students in her class consist of the Wasco, Paiute, and Warm Springs Tribes. She is accumulating credits toward a fifth year.

Rosiann Begaye - Rosiann is a student at Many Farms High School, Many Farms, Arizona. She would like to see some changes at her school. Changes in the dorms, school policy or regulations, activities, classroom policy, and adding other activities and clubs. She also would like additional courses like band and science courses.

Daisey Bellson - Daisey is a sophmore at Many Farms High School, Many Farms, Arizona. She feels that more visual aids should be used in classrooms. Teachers should spend more time with the students. Students should be given more time on assigned projects. There should be classes for future careers. Daisey feels that parents should help their children study.

Lionel Boyer - Lionel is a counselor at the Hawthorne Junior High School in Pocatello, Idaho. He is interested in helping the students to progress through school by helping them understand just what to expect with and without a meaningful education.

Catherine Collier - Catherine is a second grade teacher at the Nazlini Boarding School. She has been working on a committee to develop new curriculum for elementary social studies out of University of Washington (Kaltsounis). She has been altering on her own to use in her classroom using Oregon economics series. Catherine is continuing work with Navajo students in Upward Bound Project.

Alan Coulter - Mr. Coulter is a teacher aide at the Navajo Community College, Many Farms, Arizona. His current educational interests are: relations between language and thought, learning theory, methods of teaching English phonics and grammar, and perceptual difficulty diagnostic techniques.

Juanita Curtis - Juanita is a second grade teacher at the Warm Springs Elementary School in Warm Springs, Oregon. The Indian students from her class are Wasco, Warm Springs, and Paiute Tribes.

Virginia Davis - Virginia is a freshmen at Many Farms High School, Many Farms, Arizona. She is interested in finding out if parents should stay on school campus and what employment they should have if they are on the campus.

Jack Donald - Mr. Donald teaches Navajo students at Many Farms High School at Many Farms, Arizona. At the present time he is interested in revising the freshman and sophomore curriculum, along with constructing new curriculum for the junior and senior classes. The total curriculum is of interest to him, but a primary concern at the present is in Language Arts. He is also interested in developing teacher and guidance staff interest in curriculum revision and construction.

Marven Dotson - Mr. Dotson is an Industrial Arts teacher in Pocatello, Idaho. Indian students in his class are from the Bannock-Shoshone Tribe. He would like to develop a program that would be meaningful and useful to his students in their everyday life.

Vicki Fowler - Vicki is a social studies teachers at Blackfoot High School, Blackfoot, Idaho. Indian students in her class are from the Bannock-Shoshone Tribe. She would like to initiate a high potential program at her school.

Rose Gatewood - Rose is a freshman at Many Farms High School. She would like parents to be involved with the campus and to help students with arts and crafts.

Elsie Gorman - Elsie who is a freshman at Many Farms High School is interested in having parents visit the school and participate in school activities. Parents should be involved in dormitories as counselors, chaperons, and also be guest speakers.

Katherine Iverson - Kathy is a social studies teacher at Many Farms High School. Her basic concern is the school's relationship to the community and changes in social studies curriculum toward meeting that problem. She was in doctoral program in sociology of education in University of Wisconsin's department of educational policy studies when her husband accepted position at Navajo Community College last fall.

Betty Kirley - Betty teaches home economics at Many Farms High School. She would like to develop individualized instruction in homemaking secondary curriculum.

Martha Lewis - Martha is a tenth grade math teacher at Many Farms High School. She is helping set up a math lab for slow and fast learners.

Peter Lipovac - Pete is involved with Indian Education in Blackofoot School District. His Indian students are from the Shoshone-Bannock Tribe. The school district education concerns K-12 including the following projects: implementation of high potential program, Idaho Indian History (8th grade), first grade elementary curriculum unit, tribal sovereignty study (12th grade--already implemented), Indian poetry unit (9-10 grade), American Indian History (11th grade), special Indian Art and Arts and Crafts class program (9th-12th grades), and study of Indian Music and Instruments (7th grade).

Adele Little Dog - Adele teaches first grade at Little Eagle Day School, Little Eagle, South Dakota. She is interested in developing an elementary curriculum for Sioux Indian students, individualized, instruction, teaching English as a second language, and adult education.

Doris Maxwell - Doris teaches English at Kennedy Junior High, Albuquerque, New Mexico. She is interested in Project NECESSITIES. She has worked with Indian students for five years.

C. Stewart Munz - Mr. Munz is the principal at Cheyenne-Eagle Butte Elementary School where Indian students are from the Cheyenne River Sioux Tribe. Mr. Munz would like to develop more relevant teaching in the classroom.

Ernest Old Shield - Mr. Old Shield teaches social studies at the Fort Sill Indian School. Indian students in his classes are mainly Northwestern tribes, Navajo, and Oklahoma tribes. His interests lie in in curriculum building and improving reading skills.

Edward Perkins - Mr. Perkins is a history teacher at Highland High School in Albuquerque, New Mexico. He teaches History of the Southwest--a lecture course with reading reports for seniors and juniors only. He is interested in having American History from the Indian's point of view.

Gerald Stapert - Gerald is a social studies teacher at Cheyenne-Eagle Butte School, Eagle Butte, South Dakota. He was involved in the Project's field-test work.

Justine Sutphen - Justine is a first grade teacher at Cheyenne Eagle Butte School in South Dakota. She is teaching Sioux Indian children. She is mainly interested elementary curriculum development.

Agnes Tso - Agnes is a student at Many Farms High School. She would like to see teachers spend more time with students. She feels there should be separate classes (English) for those who are slow learners and fast learners. The school should have classes for future careers, an elective in learning ways of the Navajo medicine man, and have apartment living for both boys and girls. Agnes feels parents should be employed as dorm aides and also as teacher aides.

Lola Valnes - Lola is a first grade teacher at Sisseton Indian School, Sisseton, South Dakota. She is interested in helping the Indian child improve his lot in life. Most social studies programs are written for the white child and it should include more subject matter for the Indian child.

Lydia Williams - Lydia is a student at Many Farms High School. She feels parents should be involved more in school activities like helping the aides in the dorms or working with teachers in classes and also working with students.

NAME ______________________________

ELECTIVES CHECK LIST

Electives will be offered in response to participant interest. Generally they will scheduled during the period 3:00 to 5:00 p.m. each day. Please indicate your elective interest and give to Pauline Sam by Monday afternoon at 5:00 p.m., June 8.

( ) A. LIBRARY SUPPORT FOR CURRICULUM DEVELOPMENT

Mr. Ray Reese, the professional librarian at ISC, has volunteered to conduct one or two afternoon sessions the first week on the use of the library as a support for curriculum development and enrichment. He will structure the sessions around specific participant interest.

( ) B. COMMUNITY-SCHOOL INTERRELATIONS

Mr. Honahni and Mrs. Clifford will offer as an elective the second and third weeks the two following alternatives:

( ) 1) Teacher initiated parental involvement. Models, methods and materials are in the initial stages of development for actively and productively involving parents in the educational process at both the elementary and secondary levels.

( ) 2) Community initiated involvement in the school process. As a corollary to #1 above, models, methods, and materials are also being developed for ways of assisting communities (parents, tribal leadership, school boards) to involve themselves productively in the education of their children. This dimension has a number of political overtones as well as strategy and "curricular" problems.

( ) C. ELEMENTARY TEACHING METHODS (Allred, Cracas, Ruopp)

( ) D. SECONDARY TEACHING METHODS (Hedrick, Elbow)

( ) E. TEACHING CONTROVERSIAL SUBJECTS IN SOCIAL STUDIES (Hedrick, Ruopp)

BASIC MEDIA TRAINING - see following pages.

ELECTIVE POSSIBILITIES - BASIC MEDIA TRAINING

Check the areas you would like to take as an elective during the June Practicum.

Areas of Consideration	Introduction & Discussion	Involvement
( ) A. USE OF BASIC MEDIA EQUIPMENT	2 hrs.	4 hrs.
1. 16mm projector		
2. Super 8 projector		
3. Slide and filmstrip proj.		
4. Tape recorder		
5. Overhead projector		
6. Opaque projector		
7. Video tape recorder		
8. Dry Mount Press		
( ) B. LETTERING PROCESSES	2 hrs.	11 hrs.
1. Pans		
2. Cut Letters		
3. Rubber Stamps		
4. Stencils		
5. Scribers		
6. Mechanical Lettering		
7. Paste Up		
8. Unistencil		
9. Photographic		
( ) C. DUPLICATION PROCESSES	1 hr.	4 hrs.
1. Gestetner (silk screen)		
2. Ditto (spirit)		
3. 3M (photo copy)		
4. Thermofax (thermal)		

Areas of Consideration	Introduction & Discussion	Involvement
( ) D. DISPLAY METHODS	2 hr.	4 hrs.
1. Tackboards		
2. Chalkboards		
3. Flannelboard		
4. Magnetic board		
5. Diorama		
6. Realea		
7. Bulletin boards		
( ) E. PICTURES	1 hr.	8 hrs.
1. Use		
2. Presentation		
3. Types		
4. Tear sheet file		
a. ads		
b. cartoons		
c. pictures		
5. Cataloging		
( ) F. CHARTS	1/2 hr.	1 hr.
1. Graphs		
2. Maps		
3. Diagrams		
( ) G. PHOTOGRAPHY		
1. Picture taking (still)	9 hrs.	18 hrs.
a. Theory		
b. Films available and uses of each		
c. Composition		
d. Light Meters		
e. Camera manipulation		
(1) roll film		
(2) 35mm		
(3) press		
(4) view		
(5) copy		
(6) Polaroid		
2. Picture taking (motion picture)	4 hrs.	10 hrs.
a. Theory		
b. Meters		
c. Camera manipulation		
(1) super 8		
(2) 16mm		

Areas of Consideration	Introduction & Discussion	Involvement
3. Processing	8-1/2 hrs.	24 hrs.
a. Chemicals available and characteristics of each		
b. Negative development		
(1) roll film		
(2) sheet film		
c. Printing		
(1) Mechanics of Enlarging		
(2) Developing Processes		
(a) chemicals and instant methods		
(3) Contact printing		
(4) Forcing		
(5) Dodging		
(6) Print wash drying		
d. Bleaches and toners		
d. High-contrast methods and processes		
( ) H. PRODUCTION PROCESSES		
1. Mounting and preserving	2-1/2 hrs.	8 hrs.
a. Rubber cement		
b. Dry mount tissues		
c. Plastic materials		
2. Framing	1/2 hr.	1 hr.
3. Audio Recording	1-1/2 hr.	6 hrs.
a. Recording from records		
b. Sound on sound		
c. Duplicating tapes		
d. Utilizing tapes		
4. Video recording	2 hrs.	4 hrs.
a. Lights		
b. Playing back		
c. Duplicating		

Areas of Consideration	Introduction & Discussion	Involvement
5. Illustrations	3-1/2 hrs.	13 hrs.
a. Library		
b. Grid method		
c. Pantograph		
d. Opaque and Overhead		
e. Lacey-Luci		
f. Tear sheet file		
(1) evaluating		
g. Photo sketching		
h. Drawing on acetate		
6. Picture Life	1-1/2 hrs.	5-1/2 hrs.
a. Rubber Cement		
b. Seal Lamin		
c. Coated Acetate		
7. Transparency production	3-1/2 hrs.	12 hrs.
a. Multi-color		
b. Diazo		
c. Photography		

BRIGHAM CITY JUNE PRACTICUM

REGISTERING FOR CREDIT

I. All participants registering for credit will fill out:

A. Green census card

B. One Registration Card - for each 3 quarter hour course (maximum two courses = 6 quarter hour credits).

1) All participants register for:

Sec. Ed. 258 Practicum in the Evaluation and Improvement of Instruction (Practicum in Eval. & Improv. Ins.)

see attached for examples

2) Register for one of the following:

a) El. Ed. 228 Improvement of Social Studies in the Elementary School (Improv. of Soc. Stud. in El. Sch.)

or

b) Sec.Ed. 241 Improvement of Social Studies in the Secondary School (Improv. of Soc. Stud. in Sec. Sch.)

If you register for undergaraduate credit, put an x in the box marked senior under class rank. You will not be able to use this for graduate credit at another time.

For graduate credit you normally should have completed an undergraduate degree.

II. When you have completed your registration card and census card, put in envelope, mark name on outside upper right hand corner, and give to Miss Pretty Paint.

Tomorrow you will be given a Curriculum Project Sheet to be filled out with your project plan and turned into Mr. Ruopp by Wednesday at 5:00 p.m. On that sheet you will be given an opportunity to specify what grading system you prefer.

#1. Improv. Soc. Stud. in El. Sch. or
(filled out for graduate credit)

DO NOT ATTEMPT TO MAKE ERASURES
IN CASE OF ERROR STRIKE THROUGH
AND WRITE ON NEW LINE

UTAH STATE UNIVERSITY
LOGAN, UTAH - (Print Firmly)

Date 6/8 1970 Quarter SUM

Student's Name POWERS (LAST) ANDREW (FIRST) JACKSON (MIDDLE) Female [✓ Male] Single [✓ Married]

Present Address 815 FOREST (STREET) BISMARCK (CITY) N.D. (STATE) Date of Birth 5 (MO.) 11 (DAY) 1940 (YR.)

Your Major EL. ED.

INTEREST (Check One)

Cert. 1 ☐ B.S. 2 ☐
M.S. 3 ☒ Other 4 ☐

TYPE OF FEE

Veteran 1 ☐ Rehab. 2 ☐
Regular 3 ☒

COLLEGE (Check One)

Agric. 1 ☐ Hum. & Arts 7 ☐
Bus. & Soc. 2 ☐ Education 3 ☒
Eng. & Tech. 4 ☐ Forestry 5 ☐
Home & Fa 6 ☐ Science 8 ☐

CLASS RANK (Check One)

Phone 701-232-2145

Non-College 0 ☐ Freshman 1 ☐ Sophomore 2 ☐
Junior 3 ☐ Senior 4 ☐ Graduate* 5 ☒

*Bachelor's Degree Granted by:
Institution UNIVERSITY OF NORTH DAKOTA Year 1959
To obtain graduate credit for a class in the 100 series a student must possess a bachelor's degree from an accredited institution.

Course Title IMPROVEMENT OF SOC. STUD. IN EL. SCHOOLS
Dept. EL. ED No. 228 Credit 3 Section 90
Residence Center INS. SERV. CENTER
Beg. Date 6/8/70 Comp. Date 6/26/70
Day of Meeting DAILY Time 9:00-5:00

DO NOT DETACH THESE STUBS

DO NOT FOLD

#2 Improv. Soc. Stud. in Sec. Sch.
(filled out for graduate credit)

DO NOT ATTEMPT TO MAKE ERASURES
IN CASE OF ERROR STRIKE THROUGH
AND WRITE ON NEW LINE

REGISTRATION CARD
UTAH STATE UNIVERSITY
LOGAN, UTAH - (Print Firmly)

Extension Class Division

Date 6/8 1970 Quarter SUM

Student's Name Smith (LAST) John (FIRST) Randolph (MIDDLE) Female [✓ Male] [✓ Single] Married

Present Address Box 275 (STREET) Chinle (CITY) Arizona (STATE) Date of Birth 10 (MO.) 7 (DAY) 1931 (YR.)

Your Major Sec. Ed. Admin

INTEREST (Check One)

Cert. 1 ☐ B.S. 2 ☐
M.S. 3 ☐ Other 4 ☒

TYPE OF FEE

Veteran 1 ☐ Rehab. 2 ☐
Regular 3 ☒

COLLEGE (Check One)

Agric. 1 ☐ Hum. & Arts 7 ☐
Bus. & Soc. 2 ☐ Education 3 ☒
Eng. & Tech. 4 ☐ Forestry 5 ☐
Home & Fa 6 ☐ Science 8 ☐

CLASS RANK (Check One)

Phone 602-716-2580

Non-College 0 ☐ Freshman 1 ☐ Sophomore 2 ☐
Junior 3 ☐ Senior 4 ☐ Graduate* 5 ☒

*Bachelor's Degree Granted by:
Institution Northern Arizona State Year 1956
To obtain graduate credit for a class in the 100 series a student must possess a bachelor's degree from an accredited institution.

Course Title Improvement of Social Studies in Sec. Sch.
Dept. Education No. 241 Credit 3 Section 90
Residence Center Instructional Service Center
Beg. Date 6/8/70 Comp. Date 6/26/70
Day of Meeting Daily Time 9:00-5:00

DO NOT DETACH THESE STUBS

DO NOT FOLD

#3 Practicum in Eval. & Improv. Ins.
ALL PARTICIPANTS
(filled out for undergraduate credit)

DO NOT ATTEMPT TO MAKE ERASURES
IN CASE OF ERROR STRIKE THROUGH
AND WRITE ON NEW LINE

REGISTRATION CARD
UTAH STATE UNIVERSITY
LOGAN, UTAH - (Print Firmly)

Extension Class Division

Date 6/8 1970 Quarter SUM

Student's Name Jones (LAST) Adele (FIRST) Ruth (MIDDLE) [✓ Female] Male Single [✓ Married]

Present Address 2520 E. North (STREET) Pocatello (CITY) Idaho (STATE) Date of Birth 2 (MO.) 16 (DAY) 1948 (YR.)

Your Major El. Ed.

INTEREST (Check One)

Cert. 1 ☐ B.S. 2 ☒
M.S. 3 ☐ Other 4 ☐

TYPE OF FEE

Veteran 1 ☐ Rehab. 2 ☐
Regular 3 ☒

COLLEGE (Check One)

Agric. 1 ☐ Hum. & Arts 7 ☐
Bus. & Soc. 2 ☐ Education 3 ☒
Eng. & Tech. 4 ☐ Forestry 5 ☐
Home & Fa 6 ☐ Science 8 ☐

CLASS RANK (Check One)

Phone 208-532-1515

Non-College 0 ☐ Freshman 1 ☐ Sophomore 2 ☐
Junior 3 ☐ Senior 4 ☒ Graduate* 5 ☐

*Bachelor's Degree Granted by:
Institution ______ Year ______
To obtain graduate credit for a class in the 100 series a student must possess a bachelor's degree from an accredited institution.

Course Title Practicum in Eval. + Improvement of Instruc. Sec.
Dept. Education No. 258 Credit 3 Section 90
Residence Center Ins. Service Center
Beg. Date 6/8/70 Comp. Date 6/26/70
Day of Meeting Daily Time 9:00-5:00

Instructor's Signature
Dean's Signature
Receipt No. 214 Amount

DO NOT DETACH THESE STUBS

DO NOT FOLD

( ) Elementary Section

NAME ______________________________

( ) Secondary Section

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. Project Description: ______________________________

B. Project Objectives: ______________________________

C. Project Process: ______________________________

D. Expected Project Outputs: ______________________________

II. Grade

( ) I intend to work for an "A" in my coursework.

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

III. Revised Project Statement

A. Project Description: ______________________________

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B. Project Objectives: ______________________________

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C. Project Process: ______________________________

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D. Expected Project Outputs: ______________________________

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IV. Self-Evaluation

V. Staff Evaluation Response

VI. Final Grade:

BRIGHAM CITY JUNE PRACTICUM

Instructions to Participants for School Planning Exercise

Total Time: 5 Hours

PHASE I: Individual Work Time: 1 Hour

Each participant works individually on organizing his ideas for the instructional program proposal.

PHASE II: Small Task Groups Select Best Plan Within Group: Time: 1 Hour

Participants meet in small task groups. Members of each group should take turns presenting their individual plans to other members of the group. It should take about 15 minutes to present and discuss each plan.

After all the members have presented their plans, group should select the plan it feels will work best. Once this is decided, the plan is in 'public domain' and the group as a whole should use the remaining time before lunch to modify and strengthen the plan for presentation to other task groups after lunch.

PHASE III: Task Groups Present Their Plans to Other Groups for Evaluation and Select Team Plan Time: 1 Hour

A spokesmen from each task group should give an oral presentation of this group's plan to members of the next group who are the official evaluators of the plan (the first group will present to the second, the second to the third, etc.).

While everyone in the room (i.e., all the groups) will hear each presentation, only the evaluating group is responsible for evaluating the plan. The members of the evaluating group may ask the presenting group questions about its plan and discuss it among themselves. Members of other groups may ask questions for clarification after the evaluating group is finished. Then a staff member will ask for a rating by a show of hands from the entire team on a 10, 9, 8...etc., basis.

The evaluating group then becomes the next presenting group and presents its plan to the next task group, and so on around the room until each group's plan has been evaluated. Each presentation/evaluation should take about 10 minutes.

When all the plans have been presented, a staff member will announce the rating given to each plan evaluated. The entire group may want to discuss briefly the plans before voting on the plan that shall become the team plan. There should be one plan for each team.

A total of 1 hour is allowed for this phase of the process.

PHASE IV: Teams Improve Plans for Presentation to Practicum Time: 1 Hour

Each team works as a large group on strengthening the effectiveness of its plan. Teams have 1 hour in which to work. At the end of this period the teams present their plans to the entire practicum.

A staff panel will review and evaluate the plans in a panel discussion on Tuesday morning.

BRIGHAM CITY JUNE CURRICULUM PRACTICUM

School Planning Exercise

The Task Objectives

Some of you have been through a planning exercise before -- some of you have not. This particular exercise is designed to provide you with a maximum opportunity for creativity with minimum restraints, so that when we begin to work on actual curriculum tomorrow, each of us can dig in with real energy.

During this five-hour session you will be part of a consulting team composed of educational administrators, teachers, and students. At the end of four hours, your team will present to the entire practicum the major elements of an instructional program for a brand new school for American Indian students. The school will be an elementary-secondary boarding school on the Papago reservation for students with high potential. The tribe fully endorses this move. Do not concern yourself with costs. Sufficient funds are available for the first five years of the school's operations whatever the program.

The Background

Your consulting team has been assembled to respond to an RFP (Request for Proposal) issued jointly by the Office of Education and the Bureau of Indian Affairs.

These two agencies, under the impetus of new leadership, have reviewed the findings of research into existing educational programs for disadvantaged students (Headstart, Upward Bound, urban bussing, etc.) that indicate some progress, but in general a failure to graduate minority group students with skills comparable to middle-class students.

Task Force Kid, an effort to synthesize previous results in the area of minority education, pooled insights from individuals in many different occupations, locations, and economic brackets. The four major findings of Task Force Kid are a vital part of the RFP for the new demonstration school:

1. Disadvantaged students from rural and urban areas show marked short term improvement after experiencing the efforts made in current federal programs, but retention of skills and knowledge rarely survive more than three or four months.
2. The home environment and local community pressures have mitigated against the impact of the school and are seen as having a critical influence on the child's behavior and learning style.
3. The goals and objectives of the home and school are directly opposed to one another. This explains much of the child's confusion and failure in his early education.
4. In order to bring the education of the Indian, black, Chicano, Puerto Rican, and poor Anglo student in to line with the American objective of equality of educational opportunity, the federal government will have to spend much greater sums of money.

OE and BIA have decided that a demonstration school should be set up with each element of the program carefully thought through and the most relevant methods and materials incorporated to accelerate student achievement. The Papago Reservation has been chosen because of the difficulty of geographic spread, language, poverty, and isolation. The tribal council has received full support from the grass-roots level, and in turn is prepared to take an active role in the development of the program.

The Task Dimensions

The primary focus of the RFP is with effective instruction, and with both the in-classroom and non-classroom facets of learning. All requirements are on outcomes, i.e., what students are able to do for themselves after completing a unit, a year, or a whole segment of time in the new school. The following objectives have been stated:

1. Measurable accelerated gains in basic skill areas such as writing, reading, math, and communication.
2. Demonstrable relevancy to both present and realistically anticipated future needs of students including:
   a. realistic, ascertainable decision making ability in practical politics, economics, vocations, long-term educational goal-setting and achievement.
   b. Student involvement (direct and indirect) in their own education in the areas of curriculum and instructional methods based on an assessment of student resources, interests, and past and predictible future life experience, in a manner that students themselves perceive and approve.

Your response to this RFP should be as creative as possible, although there is no reason to change for change's sake, innovative for the sake of innovation. Assume that reorganization of such areas as administrative decision-making, personnel recruitment, hiring, training, advancement, policies--will take place in appropriate ways after what is to happen to students is determined. If you don't want to deal with everything, you are free to choose one or two significant areas for development.

Schedule

During the first hour of the exercise you will work individually to organize your ideas for the proposal.

During the second part of the exercise, you will work in small task groups composed of other members of your team to work out a full proposal outline.

In the third and fourth phases, you will meet with all the members of your team to evaluate programs developed in the small task groups and to shape the best elements of these into an integrated team plan.

At the end of the afternoon team plans will be presented to the entire practicum for evaluation before being submitted to the project staff for final review.

MY THING*

by Henry Tinhorn

I have encountered many types of teachers in the years I have gone to BIA schools. They all had different characteristics.

One of them is the real strict type. This type assumes that everything they do or teach is good for the student. I have had this type many times. They teach everything that is in the book and abide by the rules. I have been in their classrooms, and what they teach is often a totally new and different environment for the students. I have heard them teach about the middle-class family when the average student comes from a below poverty level family. This is usually done in a sudden manner which results in 'cultural shock'. The materials used and the force or persistent manner in which it is presented usually tends to confuse the student. I have noticed this happening in reservation schools in the first or second grade level. The reason I have used the words force and persistent is because these are the main characteristics in the dictator type of teacher. This type usually feels that the student is dumb if he cannot do or understand the lessons. This teacher never thinks that many of the students have never seen or heard about the things they teach. In some cases I have met some teachers that are really good who would fit into this category. The good teacher in this category will explain the lesson, often in a forceful manner, and not move on until everyone understands what is going on.

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* A boarding school student's view of the teachers

The next group is the learn by doing type. I haven't met very many teachers of this type. They try to explain the lesson using audio-visual equipment and things that would make the point clearer. I think these teachers have a greater chance of making students understand their lessons than teachers who just use books. These teachers get the whole class involved in lessons by having kids do projects. The projects the students come up with are often simply made, but the whole thing becomes more complex as you look at the class as a whole. I have seen some good projects come out of these situations. I think the reason the projects are good is that the teacher lets the students put their minds to work and create the project they think would stress the lesson. Instead of answering questions on paper, these teachers let kids answer questions with their brains and hands. I have found this type of teacher to be a lot more interesting than the teacher who simply reads from books.

The next teacher is the 'I don't give a damn' type. Teachers of this sort never really know the capability of their pupils. They think the students show up to class but that they don't really want to learn. Their class is boring and they keep repeating lessons over and over again. Usually their materials are outdated and they present no challenge to the students. If students try to debate the lesson they are usually ignored.

This is the way I see teachers as honestly as I can. I must admit that I have seen some good teachers in all three categories. If I were a teacher, I would probably be a little bit firm and use every means I could to help my students understand the lesson without taking the challenge out of learning. I would let kids experience situations in a realistic way and have them write or stress their point by audio-visual things. I would let students make time limits for themselves and see how much they could accomplish. I would try to use the latest data and material I could find. I would also use things which are familiar to students and respect their customs and beliefs. In return I think students would respect me and try to understand my position.

Life Style and Work Experiences on the Staff of Project NECESSITIES

May 7, 1970

Henry Tinhorn

My experience with Project NECESSITIES has been varied, and affected many different areas of my life. Since joining the staff here, I've found the challenge of the work and my tasks very demanding. I find myself unable to resist the urge to seek satisfaction through doing a job well and helping my own people.

When I first joined the staff at the Project office, I pictured in my mind the classic image of the "business suit" set doing constant paper work. When I heard the office was mainly involved in curriculum development, I thought for sure we would be constantly turning out the textbooks based on the ones we have in school. To my surprise, I found that the materials that we were developing dealt with many familiar surroundings and would create classrooms in which a child could "grow."

The materials developed here, as I was told, were especially created for Indian children in such a way that they could identify with the subjects and know about what was being taught instead of trying to learn something that is unknown and unfamiliar in their own environment. I have always desired to do something about this, but I always seemed to end up nowhere. When I was still in school, I didn't really learn anything. In fact, I never cared to learn anything. School was a drag which offered little challenge. At least in public school there was challenge. Boarding school is easy and boring.

At first I really liked the way things were turning out. I was getting good grades without trying very hard, but pretty soon it just got boring. In my classes I became restless and didn't care to turn in my work. Soon I was getting low grades and was branded "uncooperative." I could have done better if things were like the public schools I attended.

I talked to my teachers about this problem and got a variety of answers. Teachers told me that their books were too old and some even told me that the Indians were too dumb to really learn anything interesting. People put the argument differently, but this is what most of them were saying. This always got me mad, but there was nothing I could do about it.

Then I joined Project NECESSITIES. The first day I worked here I felt inferior and was afraid to do anything. I felt I might make a mistake. Then I began to unwind and felt relaxed. My first assignment was to edit the "Navajo Origin Myth," so that younger children would read it more easily. I found this very hard and worked on it until I felt a first or second grader could read it. I was going to put some illustrations in it, but I lacked the artistic ability required. I got pretty frustrated when I found I couldn't draw the pictures to put in the story. I worked on this for a couple of days, leaving some time to do my school assignments. I tried to come up with an addendum for the "Alcoholism Unit," but I wasn't successful until a few weeks later when I came up with the idea of "role playing."

It was at this time that I started working with the "Program for High Potential Indian Students." I started looking for films and literature to deal with the subject of alcohol and drugs. This was really hard. Most of the films and books were really outdated.

At this time I switched to editing the unit on "Land Use and Distribution." I could understand the unit, but then I let some of my friends in the dorm read it; they told me that it was really too hard. I tried to make it easier without taking away the challenge. I edited a lot of the legal stuff away and when I was through, the unit wasn't very interesting. After working on this, I knew a lot more about the land situation on the reservation than I could learn from a textbook about Africa or Algeria.

When I returned to the "Drugs Unit," I didn't have any idea what I was going to do. Then I got the idea of inviting students from Box Elder High School to come to a meeting with the students from Intermountain School who are participating in Mr. Hedrick's class. I didn't think it would be approved, but I went ahead with it anyway. When I showed Sam the rough draft of my intentions, I was amazed that he encouraged me to carry it through. I started planning; selecting films, writing letters, and arranging rooms. I knew something would go wrong, and it did. I was not allowed the time periods I had requested. The Principal wouldn't let the Indian students out of class at the requested time. We proposed to move the meeting to the afternoon instead of all day, but we were again denied permission. Finally we moved the time to class time at 3:00 p.m. and this was finally approved. I thought this would be a good experience for the participants and the thing that got me mad was that the principal wouldn't even phone or discuss the purposes of the Drug Practicum directly with me. He didn't think I was worth the time. Later I found out that I was accused of not writing the letters which were sent to the various guidance departments. I guess he figured an Indian student couldn't write such a letter.

On some days I would go to the film library and check out some films. I didn't know at first if I should take the films or fill out the forms. I learned that filling out the forms came first. I also learned how to use the film catalogue. Then I learned how to operate the 16 mm Projector. I made use of these skills when I presented my speech of Ishi to the class. This may not sound like much to you, but it opened up a whole new learning process to me. I checked with the library on the film about Ishi and they told me they didn't have it. I went through the film library catalogues and found it was a McGraw-Hill film. I ordered the film and got it a week later. I found that my efforts were really worth it. Everyone who saw the film liked it.

After that, I concentrated on the Drug Practicum and went to the Public Health Service where I got some good literature on drugs. I received a very positive response from the Health Service. They even sent two of their staff members to participate in the Practicum. Next, I got the equipment necessary for the meetings and signed up the rooms we would use. Finally, the day arrived. It sure was a fun and hectic day. We showed the films and then had small discussion groups analyze the content. Each group then made a presentation which we video-taped. In the evening, after dinner, we analyzed our own video-tapes and the whole process was very educational.

Next, I helped the staff perpare for the Steering Committee meeting. Thursday, I spent the day setting up tables and chairs. On Friday, I sat in on the meetings. It was all interesting and kind of new to me. I got a little insight into the political side of the B.I.A. and the educational system. I also saw how meetings were conducted in a professional method.

My feelings about working here are very mixed. I really like working on curriculum and I think I learn a lot more than I would in school. I have learned that there are some laws here which are unfair to the students. Mainly, I guess, it's because the rules of laws are outdated and were made to fit the students' tastes and needs a couple of years ago. We all know times change and if there has to be these kinds of rules, they should also change. People seem to resent me because of my job. I guess other students envy me because of the money I am making and the fact that I don't have to go to classes. Adults seem to resent it also. I feel adults resent it because they don't have as much control over my dorm duties and homework and stuff like that.

Right now, I am editing a high school edition of "Nobody Loves a Drunken Indian, " and I feel that it should be included in a regular social studies course. I feel it is one way kids can learn and cope with the modern society. The book shows some ways of standing up to the dominant society. It shows how law and compromises can be used to help the Indian. I think if Indians get interested in the laws from this book, they can work toward proper kinds of changes. That is what I think we need more of in Indian education; a course that involves students in more of their own environment.

LIAISON NETWORK

June 9, 1970 (Tuesday)

10:30 a.m. - 11:30 a.m.

General Session:

Topic: "School-Community Interrelations"

Statement of Ojbective - Dan Honahni (15 minutes)

Plan (45 minutes)

Form two discussion groups:

Group #1: subject: Methods teachers could utilize in involving community (parents) in the classroom process.

Group #2: subject: Methods community could utilize in the process of involving themselves in the local school program.

Resource

Indian staff, student participants, and junior consultants.

Group #1: Frances Pretty Paint
Henry Tinhorn
Paula Clifford
3 students

Group #2: Dan Honahni
Jason Chee
Patty Harjo
2 students

BRIGHAM CITY JUNE PRACTICUM

Elementary Section Overview

From: Thomas Cracas and Dick Ruopp

The elementary section will focus its efforts toward refining, expanding, and creating curriculum for primary students. Primary grade levels are divided into two sections: lower primary (K-1), and upper primary (2-3).

Assignments for the elementary section are divided into three week sections.

First Week - All of Monday and Tuesday will be spent generally in orientation, clearing up administrative details, and beginning a warm up work session.

For the remainder of the week, the elementary section will meet as a group to expand and revise kindergarten material. All members of the elementary section will participate in this activity. Material for this unit includes "Symbol Formation" and "An Animal Alphabet."

Resources for teachers to review at their request:

1. Inspect "The Sesame Street Learning Kit" as a model to trigger creative thoughts concerning scope and sequence, supportive materials, media, method of presentation, etc.
2. The assembly of "Homes Kits" for first grade students by parents is used to arouse their curiosity and interest regarding the purpose and use of materials being assembled and lead parents to becoming involved in the program's and decisions regarding their children's education.

Task #1 (lower primary) - Continue to refine and complete teacher narratives for beginning year units: Non-verbal Communication, Verbal Communication, Symbol Formation, Letters and Numbers.

Option A for the Second and Third Week - After the group had the opportunity to work together, they may choose whom they wish to work with and the task they wish to attack.

Task #2 (lower primary) - Develop 15 weeks of "Draft Outlines of Classroom Activities" for the unit "Community and Village Life," which is part of "People, Places, and Things," first grade social studies. Materials for this unit are the "Homes Kit" and narratives for "People, Places, and Things."

Task #3 (upper primary) - Develop thirty weeks of "Draft Outlines of Classroom Activities" and 6 weeks of narratives for second grade social studies entitled," Geographic Relations." It consists of two major units which are entitled: 1) Creation, 2) Locations: classroom/school, village/reservation. Material for this unit includes "Napi," "Animals, Climate, and Terrain," "The Biblical Story of Creation," and "The Astronomer's Story of Creation."

Task #4 (upper primary) - Develop thirty weeks of "Draft Outlines and 6 to 8 weeks of narratives for the third grade study of "Economics Relations," whose units are: 1) food/shelter, 2) earning and spending, and 3) village. Materials for this unit is "Alaskan Economic Styles: Egegik and Shageluk."

Option B for the Second and Third Week - The elementary section works together to complete tasks #1 and #2 the second week and task #3 and #4 the third week.

The decisions of choosing options A or B will made by the elementary participants by Wednesday the first week of the Practicum.

BRIGHAM CITY JUNE PRACTICUM

Secondary Section Overview

From: Samuel W. Hedrick, Secondary Level Manager

Project NECESSITIES would like to thank you for taking time to think about possible ways of improving the education of Indian and Eskimo students. These three week experience has been designed to acquaint you with some of the methods we have found useful in planning curriculum materials for students. By the same token we are anxious to more adequately acquaint ourselves with the opinions, goals, aspirations and techniques of the line practitioners of Indian education.

Much of what you will be doing for the next two and a half weeks will find its way into our final report for Phase III of the Project. Your ideas and work will be given careful consideration in planning and proposing future action to be taken by the Project staff. We hope that your stay here will be informative. In addition, we expect that you will make suggestions about the structuring of your individual time so that you can make the most of our facilities and staff.

Modeling educational change has usually involved the "professionally" trained authority on the school, curricula, scheduling, and management patterns. Rarely are teachers and parents involved in the process of defining educational objectives, realizing community aspirations, preparing exciting materials, or even designing school facilities. Certainly students are either consciously or unconsciously excluded from these activities. This practicum hopes to indicate that local community input can reverse some of the worst features of "corporate styled" education.

At the outset we want to make clear that the questions we ask and the activities we have planned are open-ended. We are not interested in having you become disciples of any one point of view or method.

With the amenities concluded you should know what will be expected of you from now through June 26th.

Tasks you can choose in the Secondary Section are:

1. Editing, revising, developing new units for the Program for High Potential Students.
2. Developing a concrete strategy for introducing and implementing the High Potential Program in your school.
3. Completing the editing and teachers' guide for Nobody Loves a Drunken Indian.
4. Creating your own curriculum independent project at the secondary level with plans for its implementation next fall.
5. Finishing the board game, Drink, Drank, Drunk.

DRAFT UNIT DEVELOPMENT WORKSHEET

Development Steps	Unit Overview
A. STUDENT RESOURCES (Unit Specific)	
B. UNIT CONCEPT MIX Master Concept/s	
Locational Concepts Time of Action	
Theatre of Action	
Actor/s	
Type of Action	
Subconcepts	
C. UNIT SKILL MIX Cognitive (thinking)	
Affective (feeling)	
Psychomotor (acting)	
Concept Formation	
Practical	
Co[illegible]ication	

D. UNIT CONTENT MIX

Primary

Comparative

Culture Specific

E. UNIT INSTRUCTIONAL OBJECTIVES MIX

CONCEPT

SKILL

CONTENT

F. UNIT INSTRUCTIONAL PLAN

METHODS

MEDIA

MATERIAL

G. UNIT EVALUATION PROCEDURE

CURRICULUM TASK CHOICE LIST

Each participant must choose to work in one of the following four areas for the entire practicum curriculum task sessions:

I. ELEMENTARY

A. Early Primary

Participants choosing to work in the early primary division of the Elementary section of the practicum will have the opportunity to revise and expand the draft of narratives for the entire Kindergarten (or beginning school experience) year. This includes the following units centered on communications: 1) non-verbal communication, 2) verbal identification of objects and processes in the classroom, 3) symbol formation, and 4) introduction of letters and numbers. Materials already prepared for these units include *Symbol Formation*, "An Animals Alphabet," and Sesame Street Teacher/Parent Guides. In addition this division will work on the two major units following the completed "Homes" unit for first grade: "Homes and School," "Homes and the Community" and "Homes and the Land."

B. Advanced Primary

The first unit of the second grade focus on "The Little World" an excursion into geographic relationships will deal with the question "How did the earth get here?" Materials already prepared for this unit include the Blackfoot story of creation; *Napi*, and *Animals, Climate and Terrain*. In preparation are the Genesis story of the creation of the earth, and the current nebular hypothesis explanation of creation accepted by leading astronomers. The remaining units of the second grade are in outline form and need development.

The first unit of the third grade focus on "Beginning Economics" deals with various simple economic forms for getting food. Materials in preparation include a booklet on forms of food gathering by two Alaskan native villages: Egegik and Shageluk. Remaining units are in outline form.

II. SECONDARY

A. The second draft of the *Program for High Potential Students* is ready for final editing, expanding and revising. Some participants may want to work on a plan for introducing and implementing the High Potential Program in their own school. Other participants may choose to add new units to the high potential program , e.g., developing a film strip, overlay presentation, or plan a film making exercise which makes use of the resources in the local community and deals with the concept of power.

B. Edit and Prepare Teaching Narratives of "Nobody Loves a Drunken Indian" Claire Huffaker and the David McKay Publishing Co. have given their permission for a Project NECESSITIES edition of this excellent novel (which will be released in a movie version next fall). Mr. Huffaker is going to write a special foreword dedicating the edition to Indian high school students. Patty Harjo and Henry Tinhorn of the staff have prepared an edited version they feel would be appropriate for high school juniors or seniors. During the practicum we would like several participants to work with Patty and Henry to complete the editing and develop a draft teacher's guide to the teaching of the novel from a social studies point of view.

C. Drink, Drank, Drunk is a board game being developed as a catalyst to discussion about the downstream effects of uncontrolled use of alcohol. It involves making decisions about drinking at crucial experiential points such as job interview time, marriage, etc.

III. CURRICULUM PROCESS

The Draft Curriculum Development Process Manual needs further development as a tool for teacher/administrator use. Some of this can be done in connection with the general sessions each day. It would be helpful to have additional participant help in going over some of the draft instruments and developing clearer statements about each step.

IV. INDEPENDENT PROJECTS

Participants at the Practicum who want to work solely on their own curriculum projects will be expected to submit a Project Plan detailing the expected outputs and time schedule for their project, as well as its objectives and framework. These Project Plans should be submitted to Mr. Ruopp by Wednesday evening, June 10th, for review.

TASK SESSION #1

AN EXERCISE IN DEVELOPING A THREE-WEEK SOCIAL STUDIES UNIT

The following exercise is intended to help assess participant and staff progress to date and to indicate individual and collective areas of strength and weakness.

Your task and its parameters are described on the following pages. You have one hour in which to work. Elementary or secondary groups will meet immediately after the task session for critical discussion.

A. TASK DESCRIPTION FOR PARTICIPANTS

IN THE ELEMENTARY SECTION

It is January. You are an elementary teacher in a local day school. During recess you, along with the school principal, observe the children on the playground. You begin discussing difficulties the children are having when confronted with conflict situations. It seems that most of the children solve their problems by arguing or fighting rather than by cooperating. Both you and the principal agree that something should be done about the situation.

After school you meet the principal for further discussion of the problem. You note that the existing social studies curriculum fails to treat the concepts of conflict and cooperation.

Your class consists of eighteen students in a combined first and second grade. Ten pupils are first graders, eight are second graders -- of these three are retentions. All are Indians from the same tribe who spoke very little English before coming to school. Seven within this group are breeds. Any lesson requiring the fluent use of spoken or written language is out of the question. In addition, only two of the students have traveled more than twenty miles away from their homes.

B. DESCRIPTION FOR PARTICIPANTS IN THE SECONDARY SECTION

It is January. A ninth grade class in the local high school has just lost its social studies teacher, and you are the replacement. You have discussed with the principal current difficulties students in your new classroom seem to have when confronted with conflict situations. Most of the students solve their problems by arguing or fighting rather than by cooperating.

The students in this class of thirty are from a small village. All are Indians from the same tribe. Of these eleven are breeds.

Test scores indicate that the class is two years behind grade level in reading. There have been disciplinary problems within the class, and the principal feels that there is a lack of positive communication between the students themselves and between the students and faculty.

Your students are not known as "serious." Any studying that is done takes place at school, within the classroom, as most of the students are given little encouragement to succeed at home. Parents have often complained that home assignments interfere with work around the home. The former teacher left scanty records of work done so far this year. The prescribed curriculum fails to treat the concepts of conflict and cooperation.

TASK - 60 Minutes

Your task for one hour is to sketch a three-week social studies unit in response to either the elementary or secondary school situations described above.

The formal parameters of the exercise are the student and school factors presented in the scenarios and the following specifications for the task output--i.e., the unit outline:

The purpose of the unit is to increase students' ability to deal effectively with conflict situations. The concepts of conflict and cooperation are to be central to the unit. The major skills you hope to develop through the unit are communications skills particularly among students and between teacher and students. For content you can use anything to support the unit objectives. You can assume that any materials, media, and methods are available to you. The principal has allowed you sufficient money for the class, to be spent on whatever you feel is necessary. He has told you that you may run the class and plan your curriculum in any way you wish.

Some questions you may want to consider before beginning the lesson plan are:

How can I get the students interested in this unit?
What kinds of activity should I use?
What materials will I need?
How will I know if I'm accomplishing anything?

Do whatever you can, whatever you want. The plan need not be very formal or fancy. The way in which your ideas or lesson plan is written is not important; however, you should be able to read it, use it, and present it yourself. You might find the Optional Lesson Plan Form helpful in structuring your lesson.

The guidelines we have given you are the concepts around which the unit is to be based--conflict and cooperation, the skill to be developed--communication, and the situation--either a combined first and second grade class or a ninth grade class in the present.

Remember, you have only one hour in which to work. At the end of this period we will meet in elementary and secondary groups to compare unit outlines and to address ourselves to any issues raised by either the task output or the process by which it was achieved.

OPTIONAL LESSON PLAN FORM

Note: Some of you may find this a useful way to organize your creative energy. If not, use any approach that will work for you.

A. Student Resources

Having read the brief description of this group of students, you may want to identify the most important strength and weakness they are likely to bring to the classroom.

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B. Concept Focus:

1. Master Concept: CONFLICT (COOPERATION)
2. Locational Concepts:
    - a. The actors: STUDENTS, TEACHERS (PLUS SCHOOL COMMUNITY FOR SECONDARY)
    - b. Theatre of action: CLASSROOM (PLUS SCHOOL FOR SECONDARY)
    - c. The type of action: SOCIO/CULTURAL
    - d. The time of action: PRESENT
3. Sub-Concepts: INTERACTION, POWER
4. It may be helpful to try to relate the concepts by combining them into a critical question which will allow a basis for developing concept objectives.

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C. Skills Mix: Extend communication skills.

D. Content: Whatever you find will support the teaching of the concept and will contribute to developing the skill.

E. Instructional Objectives:

What do you want students to be able to demonstrate that they can do at the end of this first lesson with respect to concepts, skill, content?

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F. Instructional Plan

What methods, media and materials will you use, and how will you use them to reach your instructional objectives?

(This is the heart of your task, so you will want to use separate paper.)

G. Evaluation Procedure

What kind of evaluation process (test, task, demonstration) will tell you, and hopefully the students, that you have reached your objectives?

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PROJECT STATEMENTS

AND

PARTICIPANT-GENERATED MATERIALS

( ) Elementary Section

(x) Secondary Section

NAME Peter A. Lipovac

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. Project Objectives: [redacted] To modify, gather, and outline materials that would enable those high potential students to gain a greater understanding of their own total situation, their own goals, and the mechanisms that they might employ to attain these ends.

B. Project Description: [redacted] To review prepared materials; to make them area, cultural and student specific for the high potential target students of the 11th and 12th grades in Blackfoot, Idaho.

C. **Project Process:** To draw upon my own knowledge of the situation, others from the area and from Indian resource people a feeling for these things that should be modified, inserted or deleted.

D. **Expected Project Outputs:** A revised year's program for implementation in 1970-71 academic year at Blackfoot High School.

II. Grade ( ) I intend to work for an "A" in my coursework.

IV. Self-Evaluation

In my attempt to come to grips with the Process Development Manual in terms of the High Potential Program I met with little progress. The many concepts and approaches were simply too much to ingest and digest in one or even several sittings. The Program itself was rough and I wasted too much time in determining what had been and should be done. Consequently, I finally simply singled out the Master Concepts (and associated sub-concepts) and constructed my (our) behavioral objectives and instructional methods around these concepts in terms of my own experiences and knowledge of the Blackfoot-Ft. Hall area. I am, at this stage, fairly pleased with results although I had initially hoped for more in terms of quantity.

V. Staff Evaluation Response

VI. Final Grade:

( ) Elementary Section

NAME Vicki Fowler

(x) Secondary Section

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. Project Description: The High Potential unit, which is a concept-oriented curriculum to meet the skill and content needs of Indian students, will be reviewed and prepared for use by senior students at Blackfoot High School.

B. Project Objectives: To draw up instructional objectives for the Hi-Po program so that any teacher can teach this program and yet the program's instructional objectives will remain continuous.

C. Project Process:
1. review prepared materials
2. assess local problems and resources
3. draw up instructional objectives to meet long-range goals

D. Expected Project Outputs: A year's outline of a High Potential program with instructional objectives and long-range goals

II. Grade ( ) I intend to work for an "A" in my coursework.

IV. Self-Evaluation

We drew up a very rough draft of a high-potential program, objectives and suggested method and content. Although the draft needs a great deal more work, I feel that we have made a large beginning and established a piece of curriculum with which to continue work.

V. Staff Evaluation Response

VI. Final Grade:

(Lipovac)

Greater Educational Needs of Indian Education - Blackfoot School District # 55

The following are the responses most often mentioned by the teachers who will be attending the Idaho State Project Necessities Workshop and mentioned by the Shoshone-Bannock Tribal Education Committee (* indicates comment was also a Committee response).

1. Need to have text and classroom materials which relate to and depict the local social setting of the Indian student. These materials should encompass the matters of dress, recreation, housing, family organization, government, and life styles and should contrast these things with the past and with the non-Indian setting.*

2. Need to better acquaint the Indian student with the government, physical resources and economic potential of the Ft. Hall Reservation and this instruction should begin with the local setting and be expanded from this foundation to encompass the whole society.*

3. Need to develop in the students a more adequate vocabulary background. Too often the students do not understand the meaning of words (even though they may be able to pronounce them) and consequently there is a breakdown in communication between the student and the teacher, difficulty by the student in attaining a high level of achievement and often a loss of interest in reading.*

4. Need a program of instruction concerning the nature and use of intoxicants (including solvents) as an integral part of the curriculum K-12 and not as an area of occasional special emphasis.*

5. Need to overcome the negative peer influence pressures against achievement by students.*

6. Need to better acquaint the students with contrasting non-Indian and Indian values and customs and how these relate to different behavior patterns.

7. Need to have the Indian student made to feel more a part of the school and community setting (especially in the junior and high school grades), to give them a sense of belonging.

8. Indian students need to have more pride in themselves, in their own heritage and in their own heroes, as an everyday phenomema and not just on specific occasions.

The following are additional comments that were made by the Tribal Education Committee. (# indicates that this matter was also mentioned by one or more teachers)

9. Need to develop in the students a greater sense of responsibility to themselves and to their families and community.

10. Need to help the students at an early age to set goals (and these goals for a livelihood should be practical ones that the students are acquainted with, and not such positions as 'doctors, lawyers and bankers'), to help them become more future oriented.#

11. Students need more practice and experience in expressing themselves verbally--learning to speak before a group.

12. Equip the Indian student to become more oriented toward problem-solving, especially the problems of the Reservation.

Lipovac
Fowler

CONFLICT - INTERACTION

OBJECTIVES	SUGGESTED METHODS AND/OR CONTENT
Students will study the causes and results of conflict.	Competition Monopoly Game, How monopolies affect Indian way of life Telephone service on reservation Karl Marx's theories
Students will be able to objectively analyze conflict in their own environmental situations.	When the Legends Die, Borland (or change) War All Quiet on the Western Front, Remarque Revolution Nobody Loves a Drunken Indian, Huffaker
Students will demonstrate their knowledge of conflict by analyzing a local reservation conflict.	Red Power, Alcatraz, Declaration of Independence Survival Darwin - survival of the fittest, adaptation Mein Kampf, Hitler Social Darwinism - survival of the fittest Nature film demonstrating males fighting to mate. Claudius - Roman Emperor Claudius I Full blood vs. mixed blood Old vs. young Interaction Filmstrip: The American Indian - A Disposed People (p. 119, U. of Minn.) Students will analyze and list five ways that demonstrate that the Shoshone-Bannocks are competitive people. Students will analyze ------------, a co-operative people.

INTERACTION

OBJECTIVES	SUGGESTED METHODS AND/OR CONTENT
Students will demonstrate an ability to form a body politic and utilize it. Students will practice actual decision making. Students will demonstrate a knowledge of the interaction of the various institutions of society.	Political Systems Organize themselves into a body politic utilizing some political system or combination of systems. Students will continue with this system throughout the year. The system may be changed at anytime. Examples: democracy - majority, plurality, representative, pure; dictatorship, oligarchy, anarchy, gerentology, etc. Lord of the Flies, Golding Students - hypothetical situation of a crash, landed on a distant planet and be asked to form a government, social, economic and cultural society. After forming, several hypothetical problems to be solved: no water, no children, serious crime. Cultural Systems Margaret Mead, Film: On Motherhood Male and Female Film: The Hangman (apathy) The Forest People, C. Turnbull The Naked Ape, D. Morris

CHANGE

The concept material may be taught in any sequence. This is a supplement to the Hi-Po material previously prepared.

OBJECTIVES	SUGGESTED METHODS AND/OR CONTENT
(Videotaped speech sometime during a unit.)	Compromise Treaty of 1868, Shoshone-Bannock Land Claims (exclusion of Boise Valley). Blood degree definition (1/4)
Students will study the effects of positive and negative change and associated sub-concepts. Students should (will) be able to determine when and how changes occur.	Adjustment From hunting and gathering to reservation (farming). Effect of horse on Indian cultures, i.e., Plains vs. Paiute. Farb, *Rise to Civil.*). Science-fiction speculation or prediction ("how people arrived at"). Students will select a particular situation in the community or school that they wish to change and organize and effect this change. Each will prepare a one-page evaluation of the problem, the justification for the change and the methods to be utilized and follow it up with a post-evaluation.
Students will be able to demonstrate that they can make constructive changes in the immediate environment.	Innovation Peyote cult Dissolution Students will do a comparative study of life styles today and 100 years ago. Five hypothetical situations. How a person would have handled the situation many years ago, today, and in the future. (Leads to role playing?)
	Moving Automobile's effect on Indian life. Interview technique (older person) and prepare short report. Relocation?

POWER

OBJECTIVES	SUGGESTED METHOD AND/OR CONTENT
Students will be able to recognize power situations and demonstrate recognition.	Construct flow chart of power in school, tribe and community. Fill in self-analysis chart. Students will form an opinion on the sovereignty of the Shoshone-Bannock Tribe and defend that opinion in an informal debate. Students will spend at least one week during the November election actively participating in a campaign in support of the candidate of their choice.
Students will demonstrate their understanding of sovereignty.	Role play - Council members - hypothetical situations
Students will demonstrate an ability to become involved in politics.	Film: The Trial The Verdicts were Just - Last chapter, Caryl Chessman Movie: Twelve Angry Men
Students will demonstrate their understanding of and ability to use authority.	

VALUING

Also see Change

OBJECTIVES	SUGGESTED METHODS AND/OR CONTENT
Students will demonstrate a sensitivity to value formations.	Black Like Me, Howard Griffin Stride Toward Freedom, M.L. King Custer Died for Your Sins, Deloria
Students will participate in a comparative study of certain cultural systems and associated values.	Loyalty Flow chart Beauty Judging as an Indian and an individual would perceive beauty: students draw up a landscape map for a home yard beautification project and/or a remodeled school in Ft. Hall, and/or new Shoshone-Bannock Festival Grounds, Buffalo Lodge, Eagle Lodge (actual project). Students will make the classroom a sample of Indian beauty. People and Places Mead, Margaret Film: Indian America, U. of Minn. and/or The Indian Speaks, Natl. Film Board of Canada The Choctaw Code, Russell, G. & Ashabranner, B.

COLLEGE PREPARATION

OBJECTIVES	SUGGESTED METHODS AND/OR CONTENT
Students will demonstrate an ability to obtain, analyze, and prepare college material and utilize services.	Apply for and complete an application for college and/or career training.
	Gather information on at least three colleges and prepare short evaluations of positive and negative aspects of attending each.
	Visit campuses of at least two colleges.
	Select a hypothetical "major." Prepare an individual 4 year course of study outline to include those courses which will be required.
	Be able to define a list of terms regularly used, college jargon. Eg: dean, college, university, semester hour, quarter hour, fraternity, sorority, major, minor, B.A., B.S., M.A., Ph.D., campus, Liberal Arts, Fine Arts, Professor, Instructor, Phi Beta Kappa.
	Students gather information on 3x5 cards concerning at least 3 campus organizations.
	Prepare an oral report on some aspect of campus unrest. (Possible role play situation.)
	Gather information from the vaious universities concerning respective Indian Studies Programs.
	Note Taking- Students take notes on a lecture presented by an instructor (perhaps a real college classroom situation)
Students will demonstrate an ability to use a college library.	Field Trip to I.S.U. Library and compile an assigned list of tasks. Eg. List 3 magazine articles published from 1960-65 on Indians.

( ) Elementary Section NAME Jack Donald

(x) Secondary Section

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. **Project Description:** I wish to develop a curriculum outline for a four-year program using a central theme approach. Four central themes will be developed. Each theme will represent a year of study. All departments will construct their individual curriculum according to the Central Theme. e.g., Freshman--Refine Basic Learning Skills; Sophomore--People: Their Society and Culture; Junior--Contemporary Problems; Senior--Self.

B. **Project Objectives:** (1) To outline a curriculum centered around the idea of a Central Theme. The outline will be developed to the point where it can be completed during the next school year and implemented the following school year. (2) Create a stimulus for innovative curriculum development at Many Farms High School. (3) Start to introduce different approaches to education. (4) A personnel experimentation with PN approach to curriculum development.

C. **Project Process:** (1) By using the "seven steps for curriculum development," outline a curriculum using the idea of Central Themes. This will involve four Central Themes, one each year, over a four-year period. (2) Make Draft Unit Development Worksheets for a representative sample of departments for each year for a four-year period. Each department will be represented at least once.

D. **Expected Project Outputs:** (1) I should develop a good descriptive outline for a Central Theme approach for a four-year educational experience. (2) The outline should stimulate some type of reaction from a representative sample of students, parents and staff. (3) Examples showing the use of the Draft Unit Development Worksheet which can be used by students, parents and staff in further curriculum development.

II. Grade

( ) I intend to work for an "A" in my coursework.

IV. Self-Evaluation

I feel my work, described in the Curriculum Project Sheet, went well. Because of lack of time I was not able to complete the output I felt necessary for an A. I was not able to do the Draft Unit Development Worksheet, which is necessary to show the complete program. This I hope to finish this summer so I can use the outline this fall.

V. Staff Evaluation Response

VI. Final Grade:

by Jack Donald

This is an outline of a four-year proposed curriculum for Grades 9th thru 12th. The purpose of the outline is to stimulate a reaction by the academic staff of Many Farms High School. It is hoped that the reaction will reflect academic change and experimentation.

This outline represents only one example for academic change. It is not the curriculum plan for this high school, although it can be a beginning if a consensus of parents, students, and staff so indicate.

The idea for the curriculum indicated by the outline came into existence about a year ago. It came at a time when I felt a unity of academic departments was needed. The unity is of a type which would create and enable innovation in instruction, plus it would give the students a chance to do the things they feel important. I feel this outline represents a different approach to the problems of Indian education. There are other approaches. Others that are as good, others that are better.

It is vital that we stimulate change here at Many Farms High School. Obviously, not all change will be workable, but at least we can say that an honest effort for change has been made. Those changes that do work can be implemented to stimulate a more meaningful and rewarding educational experience for the students. This should be enough reason for us to try.

This curriculum approach is a combination of three basic activities used by many educators in different areas of education.

The first activity is built around the idea of a Central Theme. The Central Theme will allow all departments of the educational system to focus on specific areas that are felt to be important for a rewarding educational experience. The Central Theme will allow the student to experience a continuity between academic subjects. A Central Theme will offer the instructor a vehicle to tie together instructional courses, within the department, and within the total educational program.

Secondly, all academic classes will structure their studies around six universal social needs. These universals, family, division of labor, economics, religion, communication, laws and law enforcement, are common for all people throughout the world. The understanding of, and the ability to evaluate the use of universals will benefit all students. Benefit the student in his understanding of his society and societies of others.

Like using the Central Theme idea, by using universals there can be a tying together of the different academic courses. The reenforcement of these things society condones is made easier.

The third activity in the combination is the establishment of personal projects. Projects which will draw on the knowledge accumulated by the student thus far. The project should stimulate the student's natural curiosity.

The project will be of a duration indicated by the student. They can involve one student or a group of students. They can cover a broad area or be quite restrictive. The project will take the place of the standard elective course.

By using the three activities the student will be able to draw a more meaningful association between the academic knowledge accumulated thus far in his educational experiences.

Four Years of Education Constructed Around:

A. Four Central Themes

   1. Refine basic learning skills
   2. People: Their societies and cultures
   3. Contemporary problems
   4. Self

B. Social Universals

   1. Family
   2. Division of labor
   3. Economics
   4. Religion (magic)
   5. Social controls (laws)
   6. Communications

C. Student Projects (individual - group)

FRESHMAN YEAR

THEME...Refine Basic Learning Skills

I. Academic knowledge
   A. Language Arts
      1. English (as a second language)
         a. Vocabulary
         b. Sentence and paragraph structure
         c. Correct word usage
         d. Speaking English

    - 2. Reading
        - a. Read for speed and comprehension
        - b. Study different literary styles
        - c. Analyzing literary thought
    - 3. Composition
        - a. Study different forms for writing down ideas
        - b. Establish proper sentence and paragraph form
        - c. Evaluate written forms
    - 4. Speaking - Listening
        - a. Study helpful way to make a person a better speaker and listener
        - b. Be introduced to formal speaking

- B. Social Studies
    - 1. Geography
        - a. Develop an understanding of geographic areas
            - 1a. Geographic location
            - 2a. Natural resources
            - 3a. Climate zones
        - b. Learn to use the tools of Geography
            - 1a. Vocabulary
            - 2a. Maps
            - 3a. Charts
    - 2. History
        - a. Develop a working understanding of historical research
        - b. Some idea of a select group of historical events
    - 3. Sociology - Anthropology
    - 4. Economics

- C. Science
- D. Practical Arts
- E. Math
- F. Physical Education - Health

II. Critical Thinking

- A. Personal evaluation
- B. Discriminate selection

III. Reasoning

- A. Inductive
- B. Deductive

IV. Research

- A. Scientific
- B. Historical

During the Freshman year the student will refine and strengthen skills necessary to function adequately in a number of situations. Students will practice basic skills by using examples taken from the Sophomore, Junior and Senior years of study.

All academic departments will work to strengthen skills, although they might not be the direct responsibility of the department.

SOPHOMORE YEAR

THEME...People: Their societies and cultures

I. Develop a working example of society and culture in relationship to each subject area

   A. Language Arts
   B. Social Studies
   C. Science
   D. Practical Arts
   E. Math
   F. Physical Education - Health

II. Acquaint the student with the skill necessary to study societies and cultures.

   A. Reasoning
   B. Statistical Analysis
   C. Critical Thinking
   D. Human growth and development
   E. Vocabulary
   F. Research

III. Study for understanding a society and culture.

   A. Prehistoric
      1. African
      2. Asian
      3. European
      4. North and/or South American

- B. Historic
    - 1. Asian
    - 2. African
    - 3. European
    - 4. North American
    - 5. South American
- C. Modern
    - 1. Asian
    - 2. African
    - 3. European
    - 4. North American
    - 5. South American

During the Sophomore year academic study will focus upon societies and/or cultures. This subject will offer each academic department an extreme latitude for study. Students will continue to strengthen basic skills.

JUNIOR YEAR

THEME...Contemporary Problems

I. Local Contemporary problems

- A. Home
    - 1. Family

        - a. Parent-child relationships
        - b. Sibling relationships
        - c. Family economics
        - d. Living conditions
    - 2. Emotional
        - a. Culture - society transition
        - b. Conflict
            - 1a. Family
            - 2a. Personal
            - 3a. Social
    - 3. Economic
        - a. Employment
            - 1a. Adult
            - 2a. Youth
        - b. Costs
            - 1a. Necessities
            - 2a. Luxuries
            - 3a. Local vs. city costs
            - 4a. Time buying

- 4. Geography
    - a. Employment
        - 1a. Ranching
        - 2a. Government work
        - 3a. Working for the Navajo Tribe
        - 4a. Working for a private owner
        - 5a. Problems
            - 1b. Water
            - 2b. Climate
            - 3b. Isolation

B. Area
- 1. Economics
    - a. Employment
        - 1a. Adult
        - 2a. Youth
    - b. Costs
        - 1a. Necessities
        - 2a. Luxuries
        - 3a. Local Cost vs. City costs
        - 4a. High costs of "time" buying
- 2. Population
    - 1a. Population centers
    - 2a. Sparse population
    - 3a. Population growth
- 3. Activities
    - 1a. Types
    - 2a. Limit of
- 4. Geography
    - a. Employment
        - 1a. Ranching
        - 2a. Government
        - 3a. Navajo Tribe
        - 4a. Private owner
        - 5a. Problems
            - 1b. Water
            - 2b. Climate
            - 3b. Isolation

C. Community (this will follow closely with Home and Area sections)

II. Reservations
III. State
IV. Regional
V. National
VI. World

During the Junior year students will become involved with problems of today. Emphasis will continue in the area of strengthening learning skills.

SENIOR YEAR

THEME...Self

I. Analyzing One's Self

- A. Personal psychology
- B. Human growth and development
- C. Individual association
- D. Group association

II. Immediate personal problems

- A. Girl-Boy relationships
- B. Parent conflict
- C. Social - Cultural

III. Life Plans

- A. Immediate
  - 1. Education
  - 2. Social
  - 3. Employment
- B. Future
  - 1. Employment
  - 2. Education
  - 3. Marriage - Family
  - 4. Social

The Senior year will allow the student a latitude for self exploration. Exploration into areas of interest. Basic academic skill development will become secondary.

( ) Elementary Section

NAME Edward Perkins

( ) Secondary Section

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. **Project Description:** An important phase in the history of the Southwest is the mass inundation of the western areas known as the "Gold Rush." My project will involve events connected with the Gold Rush and its period and their effects on the area and its people, the newcomers, and the economy of both the region and the nation. Involved will be people and places--effect of character in circumstances and circumstances of characters.

B. **Project Objectives:** Students will recognize and identify names of people and places and their interrelationships when they encounter them in tests and in reading about the subject. By writing essay topic discussion, students should show cause-and-effect relationships among various historical concepts and developments. Students to demonstrate by citing or listing conditions of living and working in western mining camps and also demonstrate this interest in and fascination with western mining camps by voluntary book reports and planning trips via maps and describing "what and where."

C. **Project Process:** Basic methods involve informal lecture techniques (story telling) to present materials. Students will be encouraged to question, surmise and predict by voluntary comments during lectures and subsequent discussions. Feeling of suspense to be exploited when feasible. Notes to be checked to be sure students have them accurate and complete. Visual aids: slides, projected original sources (diaries, journals, maps to be used.)

D. **Expected Project Outputs:** A three-week unit outline to be used to teach high-school seniors and juniors about the western Gold Rush and its results with reference to lectures, background reading, and presentation of visual material. Examples in the form of several lectures on tape.

II. Grade

( ) I intend to work for an "A" in my coursework.

IV. Self-Evaluation

Frankly, I regret that I did not get a little more accomplished on my project (outline of historical unit). However, I did accomplish more than had I not attended the practicum. Of greatest value to me are certain insights, connotative in value, which I received from various sessions, especially in the field of relating the student to the world in which he finds himself and to that one which it will be incumbent upon him to build for, and in terms of his own generation. From the past we have created the present, perhaps unwittingly; from the present we shall create the future. So must the pupil learn.

V. Staff Evaluation Response

VI. Final Grade:

by Ed Perkins

The course in history of the American Southwest, as it is being developed on the high-school level, is geared to certain considerations and limitations:

It is taught by the "lecture" method.

It is "open" to seniors and certain juniors.

Notebooks must be maintained (with notes taken from lectures).

Maps of areas being discussed are in desk of each pupil. (Locations of each happening are noted on map.)

Lecture method is strictly informal--anecdotal approach is used.

Pupils are urged to read various books and periodicals about subject and field.

Pupils are rewarded for reading by graduated scale (i.e., book reports are scored or counted by giving progressively higher grades for increased number of reports). Two reports handed in during a nine-weeks grade period result in maximum grade of D- possible for nine-weeks grade. Three will qualify pupil for D; four for C-; five for C; six for B-; seven for F; eight for A; and extra credit is given for more than eight.

Above grades will be given on nine-weeks basis only if test grades and notebook quality are equal to grade or better. Extra book reports will cause grade to be raised somewhat.

Book reports will be done with a minimum of writing (unnecessary words and statements deleted) on five inch by eight inch cards; and consist of brief summary plus student opinion of book. Tests will be mostly objective--clues given and simple answer of one to five words in most cases.

Questions by pupils before, during and after lectures are encouraged--especially such when lecture does not agree with material pupil has happened to encounter in reading. Pupils are encouraged to prowl and investigate historic spots. Pupils are encouraged to join historical groups--for example: local and state historical societies as well as Western History Association. Pupils are encouraged to being "visitors" to class with them. Parents are encouraged to visit classes. Audio-visual materials are used whenever available. Tapes and records of songs or speeches are used. Slides of each area involved are shown. Movies appropriate are shown. Artifacts are passed around class. Pupils are encouraged to bring any such materials to class.

The course now runs for a full academic year and pupils may sign up for either or both semesters for either one half or a full credit as a social studies elective. First semester covers the period from the entry of the Spanish Conquistadors to the end of the Mexican Revolution in 1821 with unit on Indian cultures of the area included. Second semester covers the period from 1821 (when Mexico announced independence and frontiers were opened to foreigners) to the present.

Especial attention is paid to such aspects as:

Juxtaposition of cultural attitudes--Indian vs. White as well as Spanish, French, and Anglo contrasts and similarities

Interreaction of divergent cultures in pattern of settlement

Clash between church and state in colonial New Mexico

International rivalries causing Spanish attempts at settlement of Texas and Alta California

International philosophies resulting in confrontation between Spanish-Mexican ideas and ideals and those of the young United States

Westward push of the United States

Cultural and economic aspects of such phenomena as the "gold rush," push of railroads, "sod house frontier," ranchers vs. homesteaders, and rise of the modern scene involving healthseekers and tourists.

Primary premise of the course is a "cultural" one--it serves no "practical" purpose. It exists to interest the individual in the traditions and cultural involvements of the Southwest stressing an approach which will result in appreciation of various cultural heritages dramatized against an exciting background and dedicated to the perpetuation of the "wonder of it all."

This outline of the western gold rush as confined to the California, Nevada and Colorado regions is only a first draft and will be refined considerably in future drafts.

It begins with James Marshall and John Sutter because introductory material, i.e. the preoccupation of the Spanish Conquistadores with searching for golden cities has already been covered in another section of the course as have been also the earlier discoveries of gold in New Mexico and southern California.

The bibliography is partial. Publishers and dates are not included because all books are available in most library collections and because the information on publisher and date is not readily available here at this time. Especially valuable for purposes of the course are those books informal in format but reasonably accurate in material; and which are not precisely titled--"History of------------." The formal histories are included primarily to check accuracy of materials encountered in other sources.

I. John Sutter - First Entrepreneur of the West

    A. A fort in the Wilderness

        1. Paradise Along the Sacramento River
        2. Free Land for Settlers

    B. Enterprises and Industries

        1. Creation of Markets
        2. Manufactures for Sales

II. James W. Marshall - Westering Wanderer

- A. Master Carpenter of the Frontier
  - 1. Over the Trail to Oregon 1844
  - 2. To California 1845

- B. Partnership with Sutter 1847
  - 1. Lumber Needed for Projects
  - 2. Search on the American River

- C. The Glittering Stone
  - 1. Discovery 1-24-48
  - 2. Announcement at the Fort

III. Gold! Gold! Gold! on the American River

- A. Bargains, Agreements and Reports
  - 1. Coloma and the Sawmill
  - 2. Keeping the Secret
  - 3. Logs are Sawed - Men Search for Gold

- B. Massive Upheaval
  - 1. Sam Brannan - Catalyst
  - 2. Towns and Countryside Empty
  - 3. Flood of Tenderfeet in the Mountains

- C. Disaster for Sutter and Marshall
  - 1. Initial Rush from the Fort
    - a. Crops and Products Abandoned
    - b. The Fort Deserted
  - 2. Coloma Overwhelmed
    - a. Sawmill Demolished
    - b. No "Luck" for Marshall
  - 3. Finis for Sutter's Dream
    - a. Debts Overwhelm
    - b. Sacramento is Founded

IV. 1848 - Brief Utopia in the Mountains

A. Fabulous Discoveries and Fortunes
   1. Placer Gold, Free for the Picking
      a. Fortunate Finds
      b. Methods "Learned by Doing"
   2. Value of the Golden Flood
      a. Comparison with "Wages"
      b. Total for '48

B. Camaraderie Unlimited
   1. Brotherly Atmosphere
      a. Among Men of Varied Background
      b. Mixtures of Races and Nationalities
   2. Interdependence of Men
      a. Mutual Assistance
      b. Permanent Partnerships

C. Self Government of a Sort
   1. Claims Clubs
   2. Law and Order
      a. Code of Mining
      b. Rise of Vigilantes

D. Beginning of Communities
   1. Informal Campsites
   2. Mining "Camps" Develop
      a. Wagons and Tents
      b. First "Lean-tos" and Cabins

V. Song of the Forty-Niner

A. To See the Elephant
   1. Argonauts West
      a. Around the Horn
      b. Via Panama
      c. Overland Trail
   2. The Monotonous Horizon
      a. Saga of Sea and Sky
      b. Rolling Plains and Shining Mountains

B. Flood of Newcomers Inundates California
   1. Eighty Thousand in 1849 Alone
      a. New Communities
      b. New Enterprises in New Land

C. "How Do We Get to the Gold?"
  1. Trails, Transports, and Tribulations
  2. Men and "Gold Fever"

D. Mining Camps Become Mining Towns
  1. Tents, Shacks, and Cabins
  2. Saloons Unlimited
  3. False Fronts and Boosters

E. Gleaning the Gold
  1. Nuggets, Dust, and Placers
    a. Panning
    b. Cradles and Rockers
    c. Sluices and Long Toms
    d. Quicksilver = Quicker Gold
  2. Water Jets and Dredges
    a. Hydraulic Mining
    b. Dredges and Leavings

F. Results of the Golden Stream
  1. Improvements and Investments
    a. Rise of Business and Farms
    b. New Towns and Prosperity
  2. Returns at Usurer's Rates
    a. Reference to Guadalupe-Hidalgo
    b. Thirty Million Dollars

V. Changing Times and Choices

  1. Private Enterprise Bows to Commercialization
    a. Formation of Companies
    b. Veins Deep in the Mountain
  2. The Eternal Prospector
    a. Choice Implied
    b. Lure of the Unknown
    c. The Eternal Search
  3. Gold in the Desert Canyons
  4. Bad Men and Outlaws
    a. The Western Tradition
  q b. Vigilante and Lawman
    c. On the Move

VI. Perennial Prospectors

  A. The Eternal Optimist
    1. "Right Over There"
    2. Tomorrow? Next Week?

- B. All Gold Canyon
  - 1. Prospects and Faith
  - 2. Hope and Disappointment

- C. The Brothers Grosh
  - 1. Strange Gravel
  - 2. The Curious Mind
  - 3. Foibles of Fortune

- D. Comstock Lode - Silver Mountain
  - 1. Ignorant Prospectors
  - 2. Incredible Assay
    - a. Headlines and Exodus
    - b. Milling Mobs
  - 3. Names on the Land
  - 4. Ironic Fate

VII. Saga of the Comstock Lode
- 1. Virginia City and Its Mines
  - a. The Barren Mountain
  - b. The Prosperous Valley
- 2. "Giants Walk the Land"
  - a. Queen of the Comstock
  - b. The Spider in the Web
  - c. The Crazy Genius
  - d. Four Silver Kings
- 3. "Nevada Cycle of Life and Death:
  - a. "powerful Good Luck"
  - b. Evil Monopoly
    - a) Stranglehold
    - b) Tragic Fire
    - c) The Broken Hold
  - c. Ascent of the Silver Kings
  - d."Saturnalia" of a Silver Town
- 4. End of an Era
  - a. Decline of the Mines
  - b. Death of an Economy
  - c. Summer Sun and Winter Wind

VIII. Pikes Peak or Bust

- A. Gold in Western Kansas
  - 1. Glittering Mountains and Searching Men
    - a. Clear Creek Nuggets
    - b. Over the Mountain
    - c. Color in a Gulch

2. Troubles Beset the Land
   a. Smelting Impossible
   b. The dogs of War
   c. The Indians' Revenge

B. Colorado Comes of Age
   1. Renascence
      a. "Climate is Perfection"
      b. N.P. Hill and Research
      c. Varied Prospects

C. The Great Bonanza
   1. A Golden Era
      a. Men, Pans and Veins
      b. Golden Flood
   2. Silver Seventies
      a. Scientific Curiosity
      b. Entrepreneurs and Grubstakes
      c. "The Silver State"
   3. Elegant Eighties
      a. Newly Minted Millionaires
      b. Ostentation Unequaled
      c. Culture in a Mountain Empire
   4. Silver Dollar Tabor
      a. Rags and Riches
      b. Saga of Silver
      c. Down and Out
      d. Bitter Winds
   5. Turbulent Nineties
      a. Collapse of the Silver Saga
      b. Some Cripple Creek
      c. No Night in Creede
D. End of an Era
   1. Changing Times
      a. Rise of Social Conscience
      b. Inventions and "Progress"
   2. Wars End the Mining Periods
      a. Closing of Gold and Silver Mines
      b. New Emphasis on Mining (other minerals)

IX. Effects of the Western Gold Rush

- A. Temporary Chaos in the Western Wilderness
  - 1. Mass Migrations into Remote Areas
    - a. Varieties of Newcomers
    - b. Backgrounds Merge into "New" Culture
  - 2. Mining Camps - Momentary Sanctuaries
    - a. Brief Existence of Some
    - b. Evolution of Philosophy Peculiar to Area and Era
  - 3. Permanent Towns
    - a. Evolving from Some Camps
    - b. Resulting from Area Wealth

- B. Economic Results
  - 1. Temporary Effects
    - a. Immediate Vicinities
    - b. Employment of Men
    - c. Suppliers of Necessaries
  - 2. Permanent Effects
    - a. Formation of Stable Economy
    - b. Foundation of Business Enterprises
    - c. Permanent Occupation of Western Areas

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( ) Elementary Section

(X) Secondary Section

NAME Doris E. Maxwell

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

I. Initial Project Statement

A. Project Description: Help edit a teacher's guide for Nobody Loves a Drunken Indian. As I understand it, the book itself also needs editing for school use beginning at eighth grade.

B. Project Objectives: To so edit the book that it may be used in BIA schools, or others who might choose to adopt it. Editing would include changing or deleting such vocabulary as is necessary for a teenager's use.

C. Project Process: Page by page perusal and editing. Pre-evaluation work should be so structured by the teacher as to lead the students and bring out their reasoning or thinking or ideas about the drinking problem and socio-economic situation of the Indian today.

D. Expected Project Outputs: I think this unit should cover four weeks (at least). The pre-discussion of the drinking problem should be re-evaluated after the reading of the book and written evaluations should be made by each student involved.

II. Grade

( ) I intend to work for an "A" in my coursework.

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

III. Revised Project Statement

A. **Project Description:** Edit the vocabulary used in the book and rewrite a few scenes of that class discussions could be held without too much embarrassment for those involved. Enlarge the teacher's guide to include vocabulary, character descriptions, chapter descriptions.

B. **Project Objectives:** To give a busy teacher an over-all picture of a very worthwhile unit, plus aids and suggestions for her to choose from and use in the classroom.

C. **Project Process:** Read and reread book. Create "Teacher's Aid and Guide." Reproduce several source sheets from American Heritage Dictionary of English Language, Wm. Morris, Editor. Houghton Mifflin Co.

D. **Expected Project Outputs:** Depending on the teacher, the unit might cover three to four weeks. I now feel the drinking problem is almost secondary, whereas the plight of the socio-economic condition of the Indian could come to the foreground in the class discussion of the book.

IV. Self-Evaluation

I was glad to have worked on Nobody Loves A Drunken Indian. I feel I'm taking a great deal home--even to a public school, and I hope my contribution will be of some help to all of you.

V. Staff Evaluation Response

Doris's work during the Practicum has been instrumental in the final editing of the PN version of Nobody Loves a Drunken Indian. This volume will be published under separate cover and will be available in the Fall of 1970.

VI. Final Grade:

NAME M.L. Dotson

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Self-Evaluation

The course of study is a piece of work that will be useful on such reservations as the Sioux and Shoshone, where electricity is a part of life. This course will not work on, for example, parts of the Navajo reservation. Practical Electricity, as designed now, must be used where electricity is available.

A student will get a usable knowledge of the mechanics of handling electrical current if he performs the board experiments properly.

Staff Evaluation Response

Final Grade:

by M.L. Dotson

Acknowledgement

I would like to thank the following people for helping me devise the following course outline. My thanks to Mr. Richard Ruopp, Mr. Sam Hedrick, Mrs. Linda Elbow, and the rest of the Project Necessities staff.

Introduction

This course outline was developed to be used on the Junior High level. This course was developed under advisement of PN for use with the Shoshone Indians at Fort Hall, Idaho. The Indian students that will use this will be taught in the Public schools of Pocatello, Idaho, School District Number Twenty-Five.

It is visualized that the needs of the students in this area are very great. There is little or no opportunity for a student to become involved in an experience of this type before high school. Most of these students have had a limited exposure to this area in 8th grade science; however, this has not been a primary experience and is not a lasting one.

The aims of this course are to gain an exploratory knowledge of low voltage and residential voltage electricity. The Fort Hall people have almost universal electricity. Because they are so far from a city, the cost of electrical service is expensive when a serviceman is required to come on to the reservation to do routine maintenance.

This course will be useful to the Fort Hall people to the extent that it will develop self-help, self-satisfaction, and self-determination. This course could in fact point students into a very satisfying vocation.

It has been the experience of this teacher that Junior High students are very interested in finding out what makes things tick. In this light, the mysteries of electricity become very endearing to most students of this age group. They explore, they get shocked and they learn.

Experience is the thing that gives a student a resource pool to draw from. In this pool are all the academic courses that the student has. The Practical Arts draw upon math and science, history and English. From this blending he, the student, chooses a vocation.

When a student has successfully finished this section he should have the basic skills to help him decide if he would like to go farther into this area or if he would like to reject it fully as not being what he wants to do.

COURSE OUTLINE

PRACTICAL ELECTRICITY

I. Statement of Objectives for the Course

- A. To construct the atom and identify the charges of the atom
    - 1. Proton +
    - 2. Neutron
    - 3. Electron -
- B. To construct and identify battery and transformer circuits
- C. To construct and identify simple residential circuits
- D. To compare voltage drop, resistance and amperage
- D. To compare price bids for a simulated building project

II. Poll of Class

- A. Related trade
- B. Non-related trades

III. Atom - Small Solar System

- A. Hydrogen Atom
    - 1. Simple atom
    - 2. Proton -1
    - 3. Neutron -1
    - 4. Electron -1
    - 5. Charges
- B. Oxygen Atom
    - 1. Semi-complex atom
    - 2. Protons -8
    - 3. Neutrons -8
    - 4. Electrons -8
    - 5. Charges
- C. Construction of an atom
    - 1. Hydrogen
    - 2. Oxygen
- D. Science teacher to class to lecture on
    - 1. Atomic structure
    - 2. Shells
    - 3. Energy levels

LOW VOLTAGE ELECTRICITY

I. Objectives

- A. To construct and identify low voltage circuits
- B. To compute voltage drop, resistance and amperage
- C. To use the proper meters needed to read the values of voltage drop, resistance and amperage

II. Safety Rules that are required to be used in the handling of low voltage electricity.

III. Formulae for computing circuit values

IV. Symbols used to identify different components in the circuit.

V. Construction of low-voltage circuits

- A. Simple Series circuit using a battery, a bell and a switch
  - 1. Explanation of the construction of a storage battery and a dry cell
  - 2. Explanation of the construction of a bell
- B. Simple Series circuit using a transformer, bell and switch
  - 1. Explanation of construction of a transformer
  - 2. Explanation of switch construction
- C. Simple Series circuit using a battery, 2 bells, 1 switch
- D. Simple Parallel circuit using a transformer, 2 bells, 1 switch
- E. Simple Parallel circuit using battery eliminator, 2 bells, 2 switches
- F. Simple Series circuit using transformers, 2 bells, 2 switches

110, 220 VOLT CIRCUITS

I. Objectives

- A. To construct and identify residential circuits
- B. To compute voltage drop, resistance and amperage
- C. To compare price bids for a simulated building project

II. Bids for simulated building project

- A. Make bid for 1500 sq.ft. house
- B. Bid must conform to FHA and local electrical codes
- C. Other specifications for circuits

1. Kitchen
    a. Lighting
    b. Appliance
    c. Range - 220 volts
    d. Frig
2. Dining Room
    a. Lighting
    b. Plug
3. Living Room
    a. Lighting
    b. Plug
4. Bath
    a. Lighting
    b. Plug
5. Bedroom
    a. Lighting
    b. Plug
6. Basement
    a. Lighting
    b. Plug
    c. Washer
    d. Dryer

III. Symbols used in the identification of components

IV. Safety Rules used in handling residential voltage power

V. Splices used in residential electricity

A. Tap splice
B. Pig Tail splice
C. Western Union splice

VI. Circuits used in residential wiring

A. Single switch
B. Double switch
C. Plug circuit (110)
D. Plug circuit (220)

VII. 200-Volt Circuit

A. Stove
B. Dryer

VIII. Wall Section wiring

  - A. Construction of a wall section
  - B. Circuit breaker or fuse box
  - C. 110-volt wiring
  - D. 220-volt wiring

IX. Field Trip to Trade school

X. Electric Co-op field worker to give lecture on vocation possibilities

MATERIALS LIST

The following materials list is based on a class of 20 students. These students are divided into 5 teams of four students each. The boards that are used for the demonstration are assembled from components that are easily bought from a local hardware store.

Number	Materials
3	4x8 sheets of peg board cut in half
1	500 ft. roll of bell wire
12	6-volt bells
2	100 ft. rolls of #14 Romex
10	110-volt plugs and wall boxes
30	assorted 110-volt switches
5	200-amp service breaker boxes
10	110-volt lamp sockets and boxes
1	roll rosin core solder
50	2x4x8 lumber
12	220-volt plugs
10	low-voltage switches

BID FORM

All wiring must conform to FHA and local wiring codes. There is a space limit of 1500 s. ft. The exterior dimensions of the house are 30 x 50 feet. The service is limited to 200 amperes. The house will be heated with an electric furnace. There is a full basement.

Specifications

Kitchen - Dining Rooms

- appliance outlets circuit
- lighting circuit
- range circuit
- frig circuit
- plug circuit

Bedrooms - 3

- lighting circuits
- plug circuits

Bathroom and Hall

- light circuits
- plug circuits

Basement

- light circuit
- plug circuit
- washer
- dryer - 220
- furnace - 220
- hot water heater - 220

NARRATIVES

MODULE NUMBER ONE

In this section of the course the teacher has the objectives written on the blackboard. Each student is encouraged to write these down in his own notes. The student is encouraged to ask questions so that he will have a complete understanding of what he is expected to do.

The classes are then polled to find out if the students' parents have a trade that is related to the classroom experience.

MODULE NUMBER TWO AND NUMBER THREE

To show the make-up of the atom

The teacher will take styrofoam balls and coat hangers and construct a hydrogen atom. This procedure is done while the teacher is telling the class about the charges of the particles that go to make up the atom.

The class will then divide into teams of four students and construct the hydrogen atom, label the parts, and give charges of these parts.

The same sequence is followed with the oxygen atom.

MODULE NUMBER FOUR

Objectives

The objectives are put on the board so that each student will have a chance to ask questions. They are again encouraged to ask questions so that everything is clear in their own minds.

The formulae are given on a hand-out sheet with simulated problems that are worked by the student and on the blackboard by the teacher. A short quiz will be given so that the teacher and the students know how to work the problems.

The symbols for components are handed out on a pre-punched sheet. In this form they are easily kept in a notebook or folder.

MODULE NUMBER FIVE

Building low-voltage circuits

As a pre-test this teacher has found that if students are given various components and asked to make a circuit, some can "back into it." After a reasonable length of time the students can be called together and given a demonstration on how to put these components together.

After this formal demonstration the students are given wiring diagrams of all low-voltage circuits plus a materials list. When a majority of students have finished with one problem, the next problem is demonstrated by the teacher.

MODULE NUMBER SIX

Wiring Bid

Students will be divided into three groups for this phase. These groups are given FHA specifications. Each group is asked to get a bid for one house, three houses, and 25 houses. One group is instructed to undercut bids on all its units.

MODULE NUMBER SEVEN

Identification of Components and Safety Rules

The same basic form applies here that was stated in Module Four.

MODULE NUMBER EIGHT

Splices

The three or four commonly used splices are the pigtail, Western Union and the tap-in. A solderless connection has come into use in the last 10 years.

The teacher should demonstrate each of these joints or splices and then encourage the students until they are able to do each one successfully.

MODULE NUMBER NINE

Circuit board construction of residential circuits

The circuits that are listed in the course outline are demonstrated by the teacher to the students. The student has to demonstrate to the teacher that he can build these circuits. After he has done this the student is asked to design and construct a circuit that was not one of the listed ones.

MODULE NUMBER TEN AND NUMBER ELEVEN

Construction of simulated wall section and wiring this section

Two by fours are used to construct a wall section. This is done by nailing six 2x4's at 16" intervals at 90° to two other 2x4's. A circuit for each of the outlined circuits is constructed in the wall section. This includes placing of boxes at proper height and boring holes for stringing wires.

MODULE NUMBER TWELVE

Follow-up on bids

After each group returns its bids the instructor will make a notation of the results. He will explain why one house will cost more to wire than three houses of the same size. He will explain how the undercut bid is used and why it is sometimes used on large-volume installations.

Gerald Stapert

BRIGHAM CITY JUNE PRACTICUM

Curriculum Project Sheet

Staff Review:

III. Revised Project Statement

A. Project Description: Read and study in the fields of Economics and also Indian Culture so I can make my teaching more meaningful to the students.

B. Project Objectives: To get as much completed in the 3 weeks as possible and also to take home things that are meaningful and helpful for me.

C. Project Process: Revise and devise a unit on Economics that can be used on the Junior High level at Cheyenne Eagle Butte.

D. Expected Project Outputs: Have the unit devised so I can do a better job of teaching it and also gain many new ideas as to the proper way.

Gerald Stapert

IV. Self-Evaluation

I feel that after I made up my mind as to what my purpose for being here was, I turned out a unit which can be very useful to my school, my community, and myself. I feel that this unit is not yet complete nor perfect, but I also feel that it is more relevant than the material I have been teaching. I am more aware of the proper or better way to approach a unit than the way I have been with no objectives. I also feel I have reached my objectives in my curriculum task and therefore feel that I deserve my B on this workshop.

V. Staff Evaluation Response

VI. Final Grade:

Gerald Stapert
Eagle Butte School
Cheyenne River, South Dakota

ECONOMICS

THE SCIENCE OF SURVIVAL

More time will have to be spent on the defining of Economics. Page 21, taken from the Manual, should be handed out and explained. A list of Objectives will have to developed to give the students a reason to study the unit. You must be able to show the students a real need for the management of money and that money still has value. The time element should be eliminated, as far as day-to-day basis, but more on about how much time should be set aside for the unit. Two words should be added to the definition work sheet -- wholesale and retail. The thumb, I feel, is an excellent way to introduce the catalog. I also feel that the catalog makes an excellent text.

ACTIVITY II

Activity II is a very well-planned activity, but I feel an adding machine should be made available to the students to add up their totals, thus showing them that it is impossible to fill all their "wants." They will have to look at their "needs," also. I'm sure their totals will be very large.

ACTIVITY III

Activity III, I feel, can be left as is, but one must observe carefully in order to prevent boredom. Discussing the utility of every item of every student could become monotonous and may turn the students off.

ACTIVITY IV

Activity IV I am going to revise completely. I will still use the three teams of Sellers, with five participants per team, with the remainder of the students being Buyers. I will, then, continue with your game as to selling the six items, but making the following changes in the items:

A.	Beaded Moccasins - - - - - - - - -	$20.00
B.	Modern Record, L.P.- - - - - - - -	5.00
C.	Ba Pa (Jerky), 14 oz.- - - - - - -	5.00
D.	Fringed Shawl - - - - - - - - - -	15.00
E.		

I have left Item E blank as I feel that incense is something unfamiliar to the Sioux people, thus will substitute a more familiar item. Instead of drawing pictures, I will obtain the actual five objects or items mentioned above and use them in the make-believe sale. Each team will sell the same five items, but will use different approaches.

While I am in the process of explaining to the class the objectives of the activity, I will be interrupted by a knock on the door, then a salesman selling Vegamatic Slicer-Dicers walks in. This will be prearranged. He will demonstrate to the class the actual operation of this slicer-dicer. Following this demonstration, various types of pre-arranged sales presentations will be made by the students, such as:

A. Selling rejuvenate products, using a cough syrup bottle or some other type of bottle with a label typed on it naming the product being sold.

B. Campaigning for a position on the School Board, which is called "I Am a Sioux."

C. Selling women's or men's ready-to-wear, using actual articles, explaining and showing the quality of the merchandise and the sale price.

D. Using the play "Paleface Brother" as a take-off, they sell Excedrin for $1.98 per bottle. Two students could be used in this demonstration.

The whole process of the six acts will have to be pre-arranged, with help and direction being given to the participating students. To stimulate the students thinking, they will first listen to the tape entitled "Propaganda." After these skits have been presented, a group discussion will follow pointing out why you would purchase one item and not another. The tone of the voice can be discussed and shown how it can be a deciding factor.

After seeing these five sales skits, we will then proceed with the project of selling the five items assigned to each team. After the five items have been sold and the game is over, I would like to interject a short unit on Advertising, giving the students an opportunity to advertise and sell whatever item or items they so desire. At the completion of this, a class discussion will be held pointing out the values of advertising, how a person can get "stung" on a product, and how a person may overspend his budget by allowing a salesman to talk him into purchases he cannot afford. During the process of this unit, each student will be given an opportunity to "sell or advertise" either himself or herself for a public position, an item or object. This need not be entirely in speech form, as a painting may be "sold" without uttering a word. As a challenge, some of the students will be motivated to sell a product of poor quality at a high price. After the completion of all speeches or exhibits, again, the discussion by the class will center around "why and why not" of selling and advertising and learning to consider your budget before making purchases.

A few copies of the book entitled "THE HIDDEN PERSUADER" should be made available for student reading. This exercise may encourage a few students to read a book because they want to, not because they have to.

ACTIVITY V

Omit.

ACTIVITY VI

Activity VI, I feel, has been well-planned and is very true to life. I feel this gives the students an opportunity to actually try and see all the needs of the home. I feel it shows the students their unlimited wants and, when they total their items listed, that all wants cannot be fulfilled. I also feel that at the end of Activity VI would be an excellent time to visit a grocery store. They will find they will also have unlimited wants here, too. During this visit, it would possibly produce an effective impact upon the students to have the manager or another store employee to explain the following:

A. The importance of buying on sale.
B. Why brand names are higher.
C. The importance of a food budget.
D. Items that are a necessity and items that are not.
E. Why it is necessary to "go without" several times so that an object or product you have "longed for" might be purchased.
F. Why mother doesn't purchase everything you wish her to purchase.

ACTIVITY VII

I will not alter Activity 7, as I feel it is a good experience to determine utility according to priorities. The priorities should be listed as high or low, rather than on a 1-2-3 basis. Other decisions which will have to be made are substitutions, such as a black and white television set instead of a colored one.

ACTIVITY VIII

No change. As long as only six items are being ordered, it gives them an opportunity to determine tax, weight, postage, freight, or parcel post.

ACTIVITY IX

This Act. should really force them to reduce their "wants," as $500 will not go very far.

ACTIVITY X

Activity X could be discussed as written in the manual, but I feel this would be an excellent opportunity for the students to gain added knowledge, experience, and motivation by visiting a car dealer's establishment and viewing and learning the following:

A. Different models of cars.
B. Different list prices.
C. Options that can be placed on a car and how these options raise the price of the car.
D. How a car is financed.
E. What is meant by "time payments".
F. How interest is figured on car payments and what percent of interest is charged.

After returning to the classroom from this field trip, a group discussion could be had allowing the students to express their choices of cars, how they paid for it, why they chose this method of payment, how much interest they would pay on their purchase, and any other questions they might have concerning this experience.

This Activity would also present an excellent time to take the students to a bank and learn the following:

A. How a bank is operated.
B. What the bank does with money received.
C. How you borrow money from banks.
D. Interest rates on savings.
E. How you open accounts, both savings and checking at banks.

Many Indian people feel that a bank is something for the white man and they are not welcome. I feel if they can become associated with the bank, their personnel, and its many functions at this early age, then they would be more relaxed and have the feeling of being welcome when the time does arrive when they will have use of a bank's facilities. After the trip to the bank, a group discussion will ensue, which, I am sure, will produce many and varied interesting questions.

ACTIVITY XI

With the actual spending of the $1,500 given by the Tribe, I find no changes necessary in this exercise.

ACTIVITY XII

Omit

ACTIVITIES 13 - 17

I am going to omit Activities 13 through 17 and devise one unit, which I hope to use in my classroom, but a little more realistic.

First, we will look at the items selected from the catalog which were purchased with the $1,500. Then the class will be divided into groups and each group may select an item from this listing until all items have been selected. The groups will then go to town and price these items, so to ascertain whether or not it is cheaper to purchase through catalogs or at local stores. Items that will be stressed in making their conclusions will be:

A. Freight
B. Postage
C. No waiting
D. No substituting
E. In wearing apparel, the opportunity to "try-on" before purchasing.

From this exercise, I would lead up to living on a budget of $200 per month. I would assign students to find out the following information and present to the class:

A. Amount of rent paid monthly.
B. Amount of utilities paid monthly.
C. Cost of food for a month.
D. Expenses for car upkeep for a month.

E. Cost for laundry for a month.

F. Amount paid for clothing purchases for a month.

G. Amount spent for home repairs for a month.

H. Amount spent for hair cuts, trips to beauty shops, etc. during a month.

I. Amount saved during a month.

J. Amount spent for schooling expenses during a month.

K. Any other normal and needed expense incurred during a month.

From this information gathered, I would attempt to motivate the class to use these figures and try to stay within a $200 budget for a month.

NOTE

The following journal was written by Henry Tinhorn, a Project NECESSITIES Junior Consultant, about his experiences working with seven students from Many Farms High School in Arizona.

The journal is followed by responses to the session from the students themselves.

WORKING WITH STUDENTS AT THE JUNE PRACTICUM

by Henry Tinhorn

The first days were spent getting to know the students. Patty Harjo (Junior Consultant) and I were in a state of mass confusion, I guess because we didn't have anything definite to go on and were just playing it by ear. After getting used to the fact that we would have to do something with the class, we started to question them about home, school, and things that interested them. All this time, I've noticed that Agnes, Rosiann and Daisy were the ones that spoke out often. The other four girls were quiet except at times when they would whisper among themselves. It was getting to be frustrating, to be sitting and questioning the girls, then expecting the whole class to respond but receiving no results. I assumed that the younger girls were kind of shy and withdrawn. Further questioning revealed that they were afraid that the things we asked or the answers that they had given would be turned in to their teachers. I found out that they were afraid to make a mistake and to speak out in front of the three older girls. I took it that the feeling of someone smarter in the same discussion group and the chance of being cut down would be very much on their minds.

On the second day of the workshop, Paula Clifford (Liaison Dept.) came to work with us. Paula, Linda, Patty and I had a discussion that day on ways that we could get the girls interested in the workshop. We decided to divide up the older girls and the younger girls and work with them separately to see if they would overcome the feeling of being self-conscious. Then we got rid of the classroom atmosphere and the strain between the two groups disappeared gradually. Paula and I decided to try them out on parental involvement and see what their perspectives were on it. Day by day, we loosened them up a bit, until they finally seemed at ease with me and the rest of the group.

Then we presented the question, "How do you think we could get the parents involved in school?" Agnes was the most outspoken in this group but she also had trouble adjusting to the scene. First, we listed all the problems that we felt would affect or hinder the parents when they start out on the trip to school. One of them was transportation for the ones that didn't have any way of getting to school. When the parents did get to school, they should be able to stay in a special dorm or else they could stay with their children. Parents and students staying together I felt would be a great idea since mothers and fathers usually do like to stay close to their children as much as possible. While at school, the school should have the parents eating at the dining room for a change of taste from the day-by-day diet of mutton stew and fried bread. If things were favorable, maybe the parents could make their children mutton stew, because most kids do have some kind of hankering for the food they grew up with. I know, because I do. Another problem which remained unsolved was the parents' chores at home. Things like herding sheep and taking care of the children at home. Unless they found someone to take care of all this, they could not possibly come.

After the parents are more or less settled down, the next step begins, which is orientation for both the teachers and the parents. A person from an independent company or project should tell the parents the objectives of the school and encourage them to take an active part in the school community. While in this class, the parents should ask the instructor any questions that they felt would resolve their feelings (if any) towards the school. Another special class would be one in which the parents would get a little insight into politics and learn to exercise their rights. The parents should also be informed of their children's rights and the regulations pertaining to their kids. The class instructor should point out the importance of knowing your rights at specific times when you might encounter a situation where you might not understand the law. The instructor should emphasize the value of the report card to the parents in indicating how well their child is doing in school. The school regulations and rules should be explained to them, and they should be encouraged to add or change the rules or better yet, they should help revise the schoolbooks into modern versions. They might be interested in "Adult Education," where they would learn to write their names and be informed of the objectives of the subjects their child is taking. This might interest them enough to get a little more into it until they have a solid idea of the subject.

They could visit classrooms and help students on their projects, and maybe even homework! There they could talk to the teacher about the progress and problems of their children. Somewhere before this the teacher should have an orientation with an Indian advisor who would know the customs, beliefs and the manner of the Navajos. If the teachers are not informed of this, some of them are sure to get mad because they would feel they were ignored when the parents are really quiet. In the classes, the teacher could see if the parents would consent to having him visit their child and really get to know the student and his parents, so there would be a better understanding between them. The parents could hold special classes for the teachers in the arts and crafts of the Navajo. They could talk to the teachers on school matters which they felt were important. They could even go into the language of the Navajos a little bit.

The next thing would be to teach parents who are interested enough in the arts and crafts of other tribes and races. They could learn a little about the ways of other tribes and things that would interest them. A class in home economics would probably be appealing to the women. They could learn how to do interior decorating and the many ways that you could build the inside and the outside of a hogan. Having a cooking class where the parents would actually cook meals instead of having a lecture type of class would interest them too. In this class, they could learn to make use of local materials and at the same time they could add to the family budget. They could learn the value of silversmith work and rugs so they couldn't be underpaid for working on a project that takes up most of their time and energy.

When I asked the students what they wanted to learn here and at school, they looked at me like I was crazy. When they finally recovered, they asked me what I meant. I just asked them what they would like to learn in school. There was no response for awhile, then they started naming all the different subjects they were interested in. Then I asked them to design an ideal school and here are the things they said and the school they designed:

"I think at Many Farms, there are a lot of things which I would prefer to be changed. Like in most classes, teachers don't explain clearly the assignment, and you tell them that you didn't understand. They're liable to tell you, "The hell it's your own fault, you weren't listening," and they'd give you a fat 'F' for that day's assignment."

"In P.E. students need more active sports and should not just play the same old sport for three or four weeks."

"English--We need to learn foreign languages and have less written assignments. Maybe not use textbooks all the time. Mostly what our teacher needs is a bath, he stinks, etc..., then when the students don't like the stuffy atmosphere he blows his top!"

"Science--We need more choices of science to take and not have just two choices in elective sciences (physical)."

"The teachers there are pretty good, but they need to spend more time with the students as individuals and have longer hours in certain classes."

"We should have a longer period for band since we have things to do in band which are hard to do. It takes a long time to learn. One is marching and the other is playing instruments. Both put together is complicated, and by the time we finish practicing marching the bell rings and we never get to play instruments during the day. Usually we get to practice after school, but it doesn't really help. We need more time during the day, then at night or after school because we might be doing homework after school."

"I like to work on things like making plans for the school and working on things that will come out better for the school. We work on science, typing and math and others besides these. I think half of the students like to work on these three the best in class, so they don't like to go to another class. So they cut class. I think it is good to discuss things together and I like the way they are planning things for school."

"I think we should have the students select their own subjects. They could have science, math, social studies, English, physical education and other subjects that are held at school besides the four that I mentioned."

"Some students usually get bored when they have the same lesson day after day. On the other hand, some students usually say this to their teachers:

'I think we should have some new subjects like shorthand, chemistry, psychology and sociology but leave the rest of the subjects the way they have been, I mean the same subjects we had this year. Also, we should have some foreign languages like French, Spanish, Italian, etc. New subjects like geometry, English or language arts, business education, nursing, science or biology and others. Foreign languages, shops for boys and girls. We girls would like to take shop same as boys.'"

Parental Involvement and designing of the ideal school took up the students' time until the second Thursday of the workshop. Then I managed to get hold of four copies of Clair Huffaker's "Nobody Loves a Drunken Indian." I was totally stunned when some of them came back the next morning saying they have read it all. I gave them all a chance to read it, then I just went around asking them their opinions. We got into an interesting discussion about the book. I asked them what they thought about it. Some of them said it was nasty, but one of them countered by saying "the book was only nasty if you thought about it that way." She was trying to say something else but I think she just couldn't find the words for it. I assumed she was trying to tell that girl not to look at just the nasty words but at the point behind them. I don't know if she was really thinking about it that way but that's the way it sounded to me.

The next few days I didn't get to spend very much time with them because Doris Maxwell (teacher), Patty and I spent some time trying to edit "Nobody Loves a Drunken Indian" for high school students. I just sort of let them float around and it was easy to see they were bored. Then I went to a meeting where they gave a survey of possible study topics that might gauge the strength of interest among parents, teachers, students and administrators concerning school. The participants were divided up into five groups--the teachers, students, administrators, parents and community members. They were to put themselves in the role they were given and try to note the topics as truthfully as possible. The list was composed of 25 topics that might be of interest to the people involved. One sheet had the heading "expectations," where the 25 items were designed to sample what the school was expected to do. The other sheet had the heading "How well is the school doing?", but in this case we'll just call the latter "Practice." The groups were to rate each items between 0 and 5, 0 being the low and 5 the high score. Each member of the group was to do it individually, then average out the whole score to be compared to the other group's ratings, also between the groups, "expectations" and "practice." After seeing the results of the Role Playing Students' (R.P.S.) rating on "expectations" and "practice," I decided to give it to the Many Farms students (R.S.) to see what their ratings would be compared to the R.P.S. on the 25 topics.

On sheet #1 are all the topics that were mentioned. The topics are numbered from 1 to 25 and after each topic there's a set of numbers (zero to five). This sheet is included so that whoever wishes may read through and see what the ratings are from sheets #2, #3, and #4.

On sheet #2 are the ratings for R.P.S. and R.S. on expectations and practice. Under R.P.S. are three separate columns, expectations, differences, and practice. The same is done for R.S. This sheet was designed so that it shows the ratings and the triangle means a low rating, but under differences the circle means disagreement and the triangle means the ratings agree.

Sheet #3 has the comparisons between the R.P.S. and R.S. rating on expectations and practice. It also shows the lows and highs for easier references and the differences.

Sheet #4 has the overall rating for both expectations and practice. In section A are all the high and low ratings for expectations for both the R.P.S. and the R.S. To find the high and low ratings for R.P.S. and the R.S. on the 25 items, look after the proper heading--like if you want to know the high expectation ratings for R.P.S., look at the number after the heading and check sheet #2. For high expectation for R.P.S. 4,5, 16 and 22, you check the numbers listed on sheet #2 under R.P.S. expectations. The same method applies to the lows for R.P.S. and the high and low congruence ratings for R.P.S./R.S. on expectation. Sheet #3 agrees with section B's listed items under differences. This time, as I have mentioned before, the circles mean a conflict of opinion while the triangle means little conflict. Section B shows the high and low congruence for expectation between the R.P.S. and the R.S.

In section C are the high and low ratings for R.P.S. and R.S. on "practice." On sheet #2 under practice are the results for both groups, including the high and low practice ratings. Items 5, 6, 22 are the high ratings for R.P.S. on practice while the highs for R.S. are 15, 20, 23 and so forth.

In section D, the high and low congruence are listed for practice between the R.P.S. and the R.S. You will have to check sheet #3 under differences where all the items listed after high congruence have little conflict and the low congruence items have a lot of conflict.

In section E are the high and low ratings on expectation/practice for the two groups. Sheet #2 under differences, can be compared with check sheet #1 to see what item numbers are rated high congruence (agree) and what items have low congruence (disagree). This was the overall ratings for all the 25 items between the R.P.S. and the R.S. If the participants have not been role-playing when this was taken, maybe it would have been a different story. Most likely it would have been a lot more accurate. Anyway, this gives a little insight into what the real students think of the items involved.

The three weeks of the workshop have certainly been a gas and now I see what teachers have to go through before laying the lesson on us in class.

Sheet #1

FUNCTIONS OF THE SCHOOL

NUMBER	TOPICS	LOW		RATINGS		HIGH	
1.	Teach basic tool skills.	0	1	2	3	4	5
2.	Maintain good discipline.	0	1	2	3	4	5
3.	Look after the students all day.	0	1	2	3	4	5
4.	Provide snacks and a hot lunch.	0	1	2	3	4	5
5.	Give them an opportunity to be in sports.	0	1	2	3	4	5
6.	Teach factual knowledge.	0	1	2	3	4	5
7.	Teach how to get along with people.	0	1	2	3	4	5
8.	Provide health services.	0	1	2	3	4	5
9.	Teach good manners.	0	1	2	3	4	5
10.	Give the student hope.	0	1	2	3	4	5
11.	Teach how to get along with the opposite sex.	0	1	2	3	4	5
12.	Teach how to get a job.	0	1	2	3	4	5
13.	Teach how to stay out of trouble.	0	1	2	3	4	5
14.	Teach how to make money and to be a success.	0	1	2	3	4	5
15.	Teach respect for older people.	0	1	2	3	4	5
16.	Teach how to do some kind of work.	0	1	2	3	4	5
17.	Provide clubs and activities.	0	1	2	3	4	5
18.	Teach Indian culture and heritage.	0	1	2	3	4	5
19.	Teach religious values.	0	1	2	3	4	5
20.	Teach about the danger of alcohol and drugs.	0	1	2	3	4	5
21.	Teach about the reservation.	0	1	2	3	4	5
22.	Provide good dormitories.	0	1	2	3	4	5
23.	Teach how to get good grades and reports.	0	1	2	3	4	5
24.	Teach how to speak good English.	0	1	2	3	4	5
25.	Teach how to speak in public.	0	1	2	3	4	5

Sheet #2

ITEM NUMBERS	PART & STAFF R.P.S. EXPECT	DIFF.	PRACT.	MANY FARMS STUDENTS EXPECT	DIFF.	PRACT.
1	4	1	3	4	3/4	3 1/4
2	3	0	3	3	0	3
3	1	2	3	2	1	1
4	5	2	3	3	3	0
5	5	1	4	3	1/2	2 1/2
6	2	3	5	5	1 1/2	3 1/2
7	3	0	3	4	2	2
8	3	0	3	5	1 3/4	3 1/4
9	3	1	2	4	1 1/4	2 3/4
10	4	3	1	4	1 3/4	2 1/4
11	3	1	2	3	3/4	2 1/4
12	4	2	2	3	1/4	3 1/4
13	1	1	2	4	1 1/4	2 3/4
14	4	3	1	4	1 1/2	2 1/2
15	2	2	0	4	1/4	3 3/4
16	5	4	1	3	3/4	2 1/4
17	4	1	3	5	2	3
18	3	2	1	5	2 1/2	2 1/2
19	0	1	1	5	2 3/4	2 1/4
20	2	1	1	4	1/4	3 3/4
21	3	2	1	4	1 3/4	2 1/4
22	5	1	4	4	1 1/4	2 3/4
23	3	0	3	3	1/4	2 3/4
24	3	1	2	3	3/4	3 3/4
25	3	1	2	5	1 3/4	3 1/4

Sheet #3

ITEM NUMBERS	EXPECTATIONS			PRACTICE		
	R.P.S.	DIFF.	R.S.	R.P.S.	DIFF.	R.S.
1	4	0	4	3	1/4	3 1/4
2	3	0	3	3	0	3
3	1	1	2	3	2	1
4	5	2	3	3	3	0
5	5	2	3	4	1 1/2	2 1/2
6	2	3	5	5	1 1/2	3 1/2
7	3	1	4	3	1	2
8	3	2	5	3	1/4	3 1/4
9	3	1	4	2	3/4	2 3/4
10	4	0	4	1	1 1/4	2 1/4
11	3	0	3	2	1/4	2 1/4
12	4	1	3	2	1 1/4	3 1/4
13	1	3	4	2	3/4	2 3/4
14	4	0	4	1	1 1/2	2 1/2
15	2	2	4	0	3 3/4	3 3/4
16	5	2	3	1	1 1/4	2 1/4
17	4	1	5	3	0	3
18	3	2	5	1	1 1/2	2 1/2
19	0	5	5	1	1 1/4	2 1/4
20	2	2	4	1	2 3/4	3 3/4
21	3	1	4	1	1 1/4	2 1/4
22	5	1	4	4	1 1/4	2 3/4
23	3	1	3	3	1/4	2 3/4
24	3	0	3	2	1 3/4	3 3/4
25	3	2	5	2	1 1/4	3 1/4

Sheet #4

SECTIONS

(A)	Hi-expect.-R.P.S.	4,5,16 22
	Lo-expect.-R.P.S.	3,13,19
	Hi-expect -R.S.	6,8,17,18,19,25
	Lo-expect-R.S.	3
(B)	Hi Cong*-R.P.S./R.S.-Expect.	1,2,10,11,14,23,24
	Lo Cong-R.P.S./R.S.-Expect.	19
(C)	Hi-Pract.-R.P.S.	5,6,22
	Lo-Pract.-R.P.S.	10,14,15,16,18, 19,20, 21
	Hi-Pract.-R.S.	15,20,23
	Lo-Pract.-R.S.	3,4
(D)	Hi Cong-R.P.S./R.S.-Pract.	1,2,7,10,16,23
	Lo Cong-R.P.S./R.S.-Pract.	4,15
(E)	Hi Cong-Expect/Pract.-R.P.S.	2,7,8,23
	Lo Cong-Expect/Pract-R.P.S.	16
	Hi Cong-Expect/Pract.-R.S.	2,12,15,23
	Lo Cong-Expect/Pract-R.S.	4,19

*Congruence: Agreement, correspondence, harmony

STUDENT RESPONSES

Three weeks with Project NECESSITIES

Lydia Williams

My three weeks here in Brigham City were enjoyable weeks. During the weeks I stayed, I liked the rooms we stayed in at the dorm. I wished our rooms were like it with locks on the doors. (at Many Farms)

As for the food, it was just good, I mean real good. I always wished we had the same kind of food over at our school.

Then as for the discussions that teachers had, they were interesting only I didn't like to talk.

The thing I didn't like much was mosquitoes and the real hot climate. But I think I got used to them.

The staff or people around here are very nice and helpful. I think we knew everyone around here. On weekends we usually went to other towns like Logan, Ogden and on up to Bear Lake. It was exciting going to places we've never been before in the northern part of Utah.

I thank you ever so much for the money that was given to us and the food we ate.

This is all I have in mind about the three weeks I spent with the Project NECESSITIES here in Brigham City, Utah.

Oh, I forgot about the place. The places are just lovely with green trees and green grass.

Agnes Tso

My experience with Project NECESSITIES has been a nice one. I think it is really cool the way they take in students to help out with the project.

As one of them I, have learned a lot from it. I have learned to speak my part in front of older people. I had no idea how my people wanted their school but as I started to think about our school I had the courage to speak up.

Project NECESSITIES really got me thinking about my future and also to care even more about my people. Now I want to help them, to aim my future career for teaching at least the first grade. All I can say is thinks to Project NECESSITIES.

Elsie Gorman

During the three weeks with the Project I enjoyed staying here. I got to know a lot of people. Everyone was real nice and polite.

I like the movies that they showed here in Brigham.

I also liked and enjoyed the meals we had and the dinner we attended at Mr. Ruopp's house. It was real nice of you to give us some money too. Thank you very much.

Virginia Davis

For three weeks I enjoyed working with the Project NECESSITIES. I enjoyed the things we did. It was nice being here for the Project. I think I learned something from the Project. This was my first time here. When we first came I thought it would be hard for me, but it wasn't too hard. I enjoyed listening to the teachers, and discussing things. It was fun to listen to them.

The food that we ate was good. When we're still in school we don't eat like that so I really did like it.

The movies that we had seen were good, too. One in Ogden and one here in Brigham City.

The people around here are real nice and helpful. I like to travel around on weekends going places that I never been before, so I really liked this place and I had fun too.

Thank you very much for the money too.

Rose Gatewood

I think this Project or workshop was good experience for us. We learned quite a lot about teachers dealing with Indian Education and what it involves.

The dorm was fine because we mostly did our own thing such as taking care of ourselves, going to places that we wanted to go to and doing the things we wanted to do without anybody disturbing and saying that's wrong or right.

We enjoyed staying here very much and it was great working with teachers and getting to know other and different people.

Daisey Bellson

These few days with Project NECESSITIES have been a great experience for me. It has taught me a lot of things. Although there were things I learned to like and a few things I had learned to hate. I have learned the meaning of some words which I had never heard of. But everything put together, I really want something done for Many Farms High School to make it a better school. I have begun to see that there are a lot of things which are missing among the students and teachers.

Even though Brigham City was a great place, the movies shown were good. Also, the use of the gym and swimming pool daily was great. Our rooms were nice. Although the nagging teachers bugged me. They would think it was always us making the noise. Really sometimes it was the other students making the noises above their heads. I know how it feels to try and go to sleep with all the noise, so I usually go around tiptoeing upstairs. But I think on the last day I am going to run and jump up an down in the halls to get even.

The food served was just right! I really like that part. The cook was a nice one, smart too. But I didn't really get to know her.

It has been great staying here. The weather is sometimes good and sometimes bad. I hate rainy days. It always ruins the day for us.

But the book, Nobody Loves a Drunken Indian, was "out-of-sight." I really liked it. But I don't think Mr. Tinhorn and the rest would ever finish it to publish it for the high school students. They might as well leave it that way. It's much more interesting to read it that way, I think!

Rosiann Begaye

Three weeks on Project NECESSITIES was very interesting and beneficial to me. I learned some things about Indian schools on the reservation and off the reservation which I didn't know. We worked on some changes of the school, to make the school at Papago a good school. We also worked on making changes at Many Farms High School, such as: Some regulations that they would abide by, and some others that they would make their own; whether parents would be interested in participating in classes and activities; some things that we would tell the young ones about what kind of schools are available and whether they are bad or good schools. But these all depend on students' behavior.

I really appreciate staying here for the past three weeks. Except the complaints from the teachers, that we usually hear in the morning, about our making a lot of noise. Best of all I really liked the meals. The cook was great one, but I didn't get to know her very well. The dinner at Mr. Ruopp's house was delicious. The evening activities were okay, like basketball, swimming and skating. Best of all I was very interested in going to other places like Lagoon, Bear Lake and Golden

Spike. I got familiar with the campus a little bit. I got to know a few teachers here, but not the teachers that are working with the Project NECESSITIES, even though I had a lot of chances to know them. Anyway I know some of them a little bit. Some were very nice and some weren't. Above all I really liked Brigham City. And thank you for the money.